

PHYSICAL EXERCISES
AND GYMNASTICS

FOR GIRLS AND WOMEN

F. J. HARVEY

WITHDRAWN

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PHYSICAL
EXERCISES AND GYMNASTICS
FOR GIRLS

By the same Author.

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PHYSICAL EXERCISES AND GYMNASTICS

FOR GIRLS AND WOMEN

ARRANGED FOR USE OF TEACHERS IN HIGH SCHOOLS,
PRIVATE SCHOOLS, GYMNASIA, &c.

BY

F. J. HARVEY

PRINCIPAL OF WEST OF ENGLAND PHYSICAL TRAINING SCHOOL AND
GYMNASIUM, EXETER; LATE DIRECTOR OF EXETER HALL
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WITH 104 ILLUSTRATIONS

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PREFACE

My reason for placing this book before the public is the fact that in England, although so many books are continually being written on Physical Exercises and Gymnastics, there are few written which contain exercises specially arranged for girls. I have endeavoured, therefore, to meet what is undoubtedly a want, a book for teachers of girls' classes. At the same time I should like to point out that the book has been written not so much for the professional teacher as for teachers in private schools, &c., who have had no special training in this particular branch of education, but upon whom, in many cases, the responsibility is placed of teaching such work as is contained in Part II. of this book. For this reason I have endeavoured to keep the work as simple as possible, and have confined myself to three tables of exercises only, for elementary, medium, and advanced classes, feeling sure that this amount of work will be found quite sufficient for those teachers I have mentioned above. If a greater variety of exercises should be desired, the teacher is referred to the author's 'Teacher's Manual of Physical Exercises,' in which there are about forty tables of free, dumb-bell, and wand exercises, the latter also being easily adapted for barbells.

The Physical Training of girls is a most important work, much more serious than some teachers who have paid little or no attention to this branch of their work seem to realise, and requires to be conducted with the greatest care and caution. The exercises here given have been used by me in all my girls' and ladies' classes, in London, Exeter, and Plymouth, and have always proved to be not only extremely beneficial and productive of good results, but also very popular with the members.

In preparing this manual, I have not hesitated to make the best use of the material at my disposal, and am indebted to several writers of books on Physical Training, viz. Lagrange Trèves, Bissell, Jenness, and others, for much valuable theoretical matter taken from their respective works, contained in the first portion of the book.

The teacher is strongly recommended, before attempting any of the practical work, to study pp. 29 to 47, as the matter contained in these is really the key to the proper understanding of all the positions taken in the various exercises.

In conclusion, I trust that this slight effort on my part may be useful to those who have in their hands the responsibility of the physical training of girls.

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PART I

THE NECESSITY OF PHYSICAL TRAINING

THE necessity and importance of physical training for girls is a subject which of late years has been receiving a great amount of attention and consideration. This is as it should be, but after all we are only reviving what was the practice of the ancients. We read that the Lacedæmonian women tried their strength in wrestling with the youths: they were trained to give to the State a vigorous race. Women also occasionally took part in foot-races in connection with the Pentathlon. The Pentathlon was the principal of the Greek national games, and consisted of five exercises, namely, foot-race, leaping, wrestling, throwing the discus, and hurling the lance. Women were strengthened and improved by warlike exercises, so as to bear themselves bravely in war, to repulse the enemy, to defend their country, and to deport themselves skilfully as soldiers. At the same time they were acquiring a superior habit of body and preserving their health.

Lycurgus exercised the bodies of girls by running, casting the quoit or javelin, so that at least from a strong and healthy soil strong germs should be produced. The Spartan women were subjected to physical training no less than the men. They ran, they wrestled, they even boxed, hence they were proverbial for their beauty. One of the games practised in ancient Greece by girls, and which no doubt is exactly the

same game as is played at the present day, but under another name, was called 'Pentalithos,' and consisted in throwing up five pebbles and catching them again on the back of the hand. They also had various ball games, resembling very much those in existence at the present day, which clearly proves that these are not modern games, but have been handed down from generation to generation. Notwithstanding all these facts, it was not until quite recently considered the correct thing for girls to indulge in wholesome physical exercise, particularly in the gymnasium. In fact we might go further, and say that even at the present day there is unfortunately a great deal of the 'Mrs. Grundy' spirit in existence, and among a certain section of the community there is a feeling that physical training is absolutely worthless, as long as scholarships and diplomas can be obtained, and consequently there is an enormous amount of cramming going on, resulting in wrecked constitutions and a body which is altogether unfit to cope with the battle of life.

Mr. R. J. McKenzie, of Edinburgh, in a paper on 'Physical Sport of the Ancient World,' takes up the question of Physical Education for girls so strongly, that I take the liberty of reproducing here what he says on the subject.

'In ancient Rome the education of girls, both intellectually and physically, was mostly neglected, and only in Sparta was it realised that the physical education of a girl was as important as that of a man. Now, ladies and gentlemen, I spend my life mainly in endeavouring to organise intellectual effort, in reading ancient works, in striving to impart intellectual stimulus and instruction, so that I am sure you will not suspect me of being indifferent to intellectual results; but what I want to say about girls' education is this, that, next to the necessary moral culture, by far the most important part of a girl's education is physical education. It perfectly astonishes me nowadays to see the sacrifices of girls' health that parents are willing to make, in order to gain for them accomplishments which in the vast majority of cases are absolutely unnecessary. Now, am I not

speaking the words of common sense when I say that all the Italian, French, and German, all the piano playing that was ever invented, will not compensate a girl for growing up with pallid cheeks and a hollow chest, will not compensate her for being made a martyr of dyspepsia, or contracting a tendency to consumption ? I think parents should lay it most deeply to heart that they have a sacred charge with regard to the physical education of their girls, and that the neglect of this is the one neglect which cannot be atoned for in later life. If the schools ignore the matter, parents should insist on it. It is with them that the responsibility ultimately rests, to see that they do not let their children lose what is, next to the blessings of religion and morals, their most precious heritage, the heritage of health and a sound constitution. For, in conclusion, I would point out this : we men have to do in the course of our lives many things that are unhealthy. The factory must go on, the office work must be got through, the breadwinner must win the bread, but in many classes of society there is no similar obligation on women, and therefore I think they should be, if I may say so, the physical reservoirs of the race, and that parents and schoolmasters should be most careful that they do not, in endeavouring to give extra accomplishments to our girls, weaken their physical constitutions. I do not think it is in the least necessary or desirable that girls should grow up ignoramuses. There is plenty of time to teach them to be intelligent, to be literary, or artistic, or scientific, to take an interest in the several things in which their educated brothers take an interest. But my point is this, parents ought to feel that the physical education of their girls is a thing of prime importance, and that a walk once a day for an hour, sometimes not even that, with the hands lying flaccid in a muff, and most of the muscles in the body from week's end to week's end never properly exercised at all, is not a kind of training which will turn out mothers that are likely to transmit the vigour of our ancient British manhood.'

After this comes a statement by Dr. Carter of Birmingham, who, in an address delivered at the annual meeting of the

British Medical Association, held at Birmingham in 1890, says :—

‘ Besides the argument of analogy, there are positive facts in support of organised physical training of the young in schools. We know, for instance, that a certain degree of physical integrity is a necessary antecedent of good mental work and the formation of sound character. We know that physical integrity largely depends upon regular and systematic physical exercise, and (what is more to the point still) we know how often children break down in school life—at least for a time—from want of proper physical supervision, more in day schools than in boarding schools, and more with girls than with boys. I have tried to obtain information from several girls’ schools, in various parts of the country, and the mistresses of eighteen schools have kindly responded to a series of questions put before them in a circular letter, but unfortunately the answers are given in such a form as to make any rigid comparison untrustworthy. But I will take as an example one large well-managed day school of over 200 middle-class girls, where some statistics have been very carefully kept. Over a period of six years no fewer than 10 per cent. of the total number of girls admitted during that time have been compelled to take one or more terms’ leave of absence on account of general debility. No fewer than 18·8 per cent. of the removals during the same period were removed prematurely, avowedly on account of ill-health. The average number of daily absences is about 7 per cent., though it is true that some of them are due to infectious disease at home, and not of the scholars themselves. Of the present number in the school as many as 28 per cent. have medical certificates exempting them from gymnastic exercise, and 10·25 per cent. of the total present number wear eye-glasses of some kind. Without making too much of these figures, there is abundant reason for concluding that many of these failures are from want of proper physical supervision, and at least they constitute a strong *prima facie* case for inquiry. Lastly, if it be true that by careful physical training the

health of the body may be improved and the mental capacity to some extent increased, and the moral character strengthened, surely in these days when the struggle for existence is so keen that only the fittest survive, the subject of the physical education of the young is one that demands close attention.'

Following upon this again is the opinion of Dr. Clement Dukes, physician to Rugby School, who says :—

'The great defect in most schools for girls, boarding as well as day schools, is the utter neglect of any real physical education, and worse still in many girls' schools, there is an absence of any desire to remedy the omission and give them exercise. Instead of this, physical should have a prior claim to intellectual education. We need strong, healthy, vigorous women; and yet no attempt is made to produce them during the only years in which they can be produced—the years of active growth and development. Their exercise usually consists in these schools, which give any attention to the subject, of a stately walk two and two in the street, weather permitting, dancing, calisthenics and deportment, once a week, and sometimes lawn tennis. The absence of daily regular and sufficient exercise renders girls listless and apathetic, and entails pallor, functional disorders, constipation with its sallowness, foul breath and depressed spirits, crooked backs and stooping, knock-knee and flat foot, with its characteristic awkward gait. The remedy again for cold feet and chilblains on the hands and feet, which are so common amongst growing girls, is at least two hours' good hard exercise daily, instead of fires in bedrooms, hot-water bottles in bed, and hot water with which to wash. The way in which girls are neglected in this matter of physical education produces girls who are useless as companions, wives who live on a sofa, and mothers who are unfit for their duties. If greater pains were taken to make vigorous bodies, we should have more vigorous brains too, so that a double gain would result.'

After the very strong opinions expressed by these eminent men, I think it will at once be conceded that the subject is

one of the greatest importance, and that two conclusions are forced upon us, viz.—

(1) That the physical training of girls is an absolute necessity.

(2) That the present-day '*cramming*' is a viper which is undermining the health of our girls, and should be crushed out of existence.

THE EFFECTS OF EXERCISE

UPON THE MUSCLES

By bodily exercise we mean work done with the object of perfecting the human organism from the point of view of strength, skill, or health. Exercise may be defined as muscular movement produced by muscular contraction, by which, indeed, every motion of the living organism is accomplished. The entire muscular system has been primarily divided into voluntary and involuntary muscles. The first, comprising all those which are subject to the will, form the bulk of the muscular system, they are mainly distributed over the framework of the bones, their office being to move the part or parts to which they are attached. The second comprise those over which the will has no control, and are placed chiefly within the cavities of the body, and are employed in the vital processes of respiration, digestion, circulation, &c. It is with the voluntary muscles that we have now particularly to deal. When the body is standing upright, the arms hanging by the sides, and the palms of the hands turned forward, the whole of the muscles on the front of the trunk and limbs (except those of the leg below the knee, which are in the reverse order) are flexor or bending muscles, and those on the back of the trunk and limbs, with the exception above mentioned, are extensor or straightening muscles. These two sets of muscles are antagonistic or opposed to each other in their action, and keep the body in the erect position. Besides the function of holding the body erect, the muscles

have to surround and strengthen the joints either by their fleshy bodies or fibrous tendons, as well as to bend the joints and move the body from place to place. The ligaments which bind two bones together are hardly strong enough to keep the two ends of bones forming joints in position, hence dislocations and deformities occur when the muscles surrounding the joints are weak. Now, as the muscles form the largest portion of the soft part of the body, a more vigorous development of them must result from energetic exercise of the whole muscular system. Each separate muscle becomes stronger, it derives from its contraction continuously increasing power and capacity for endurance, and its activity also becomes more precise and better controlled. Again, a muscle requires exercise for its own maintenance. Muscles which are insufficiently used so as to maintain their healthy condition waste, and in time degenerate to such an extent that no muscular trace can be found in them. Muscles in such a condition are said to be atrophied or wasted. Muscles which are over-exercised for a considerable time also waste and become soft. The benefits which result from exercise are so great that we are apt to think we cannot have too much of it. This is of course a mistake. The occurrence of fatigue is the immediate effect and indication of over-exertion. It implies that waste has been occurring with greater rapidity than its repair admits of. Fatigue is due mainly to the accumulation in the muscle of waste products, and is also a sensation due to exhaustion of nerve centres, from which the stimulation to muscular contraction proceeded. Excessive exercise develops the muscular system, to the detriment of the central nervous system. Apart from this, injurious results follow, specially affecting the heart and lungs. Scientifically speaking, there is no difference between the hard manual labour which circumstances demand from the peasant or workman and the more or less refined exercise to which a sportsman devotes himself. The labourer who chops wood and the gentleman who fences both perform *muscular* work, but the gentleman has his exercise at his own hours, regulates to his own taste the time

he allots to it, following the calls of hygiene, diet, and rest, while the poor man works too much, feeds badly, and sleeps little. This is why work wears out the one, while exercise strengthens the other. But what the workman does of necessity the man enamoured of violent exercises can do by excessive ardour. In the two cases the result is the same, and the abuse of physical exercise causes exhaustion and overwork as surely as does excessive labour.

But, apart from the *general* benefit which one derives from a normal amount of physical exercise in the development of the muscular system, exercise has also a wonderfully beneficial effect on the brain and nervous system, the organs of circulation, respiration, and digestion, and also on the skin. As some particulars of these effects will no doubt be valuable to those in charge of girls' classes, I propose to take each section in turn, and show how these several systems are affected.

BRAIN AND NERVES

The effect that exercise has upon the brain and nerves is considerable. We all know that after a walk in the open air, or moderate exercise of any kind which calls for no mental effort, the brain is clearer, we can think more clearly, and can get through a greater amount of mental work than before. After long-continued study we feel sometimes as if it were altogether impossible to study further; it seems as if all at once our brain had become stunted, we feel sleepy, and we toss our book on one side in disgust. But how different we feel after a little exercise in the open air! The exercise we have taken seems to have done us a world of good, and to have cleared the brain by giving it a fresh supply of oxygen. The brain, like all other important organs and muscles, becomes when overworked charged with carbonic acid, just in the same way as muscles become when overworked, and nature then warns us of this fact by producing the feeling before described and which tells us that the brain is not in a fit state

for work until this poisonous matter has been got rid of. Oxygen is the most important of all foods of the brain, and the brain is the most important organ of the body. As the brain becomes stunted and unable to work as the result of an insufficient supply of oxygen, so when a new supply of oxygen is given, the activity of the brain is increased. Another important point to remember is the fact that whenever the muscles are exercised the brain and nerves are also exercised. The nerves, which supply the muscles, increase in size and activity as the result of exercise just as the muscles do themselves, and a particularly pleasant consequence of the result of exercise upon the brain and nerves is a sound, refreshing sleep, which, of course, has a very beneficial influence on the physical and mental powers of the individual exercising. Exercise purifies the blood by causing us to breathe in a larger quantity of oxygen, and so the brain becomes clear and vigorous. We find, therefore, that well-regulated exercise is a valuable aid to mental as well as physical development.

RESPIRATION AND CIRCULATION

The work of the blood is to nourish all parts of the body. It flows in certain blood-vessels called arteries, veins, and capillaries, the heart acting as a kind of pump to drive the blood to every part. The heart, as the result of judicious physical exercise, becomes larger, stronger, and more vigorous. When the muscles contract during exercise, they exert a pressure upon the blood-vessels which penetrate them, or that are contiguous, and so hasten the flow of the contents of these blood-vessels. In its course through the system by a certain process called *exosmosis*, the blood oozes out through the thin walls of the smallest blood-vessels to give up its nourishing properties to the surrounding tissues. In exchange there ooze in by a process called *endosmosis* properties which, by chemical action within the tissues, have been either changed or exhausted. This changed blood,

which has become poor in oxygen and rich in poisonous matter (carbonic acid), then flows back to the heart, and from thence to the lungs, through a vessel called the pulmonary artery. There by respiration, which has been considerably increased by the exercise, a constant purification of the blood is going on, as fresh oxygen is constantly being brought at every inspiration to the blood, while at the same time the excess of carbonic acid by expiration is being removed from it. This blood, invigorated by the oxygen taken up, and purified by the removal of the poisonous matter, flows back to the heart from the lungs, and from thence enters afresh the general circulation. It is, therefore, through the activity of the lungs—that is, by respiration—that the blood is being constantly purified and renewed. We can now see that during exercise, when the muscles are being continually contracted and extended, the rate of circulation is increased, and the breathing becomes deeper and more frequent, so as to get rid of the carbonic acid with which it has become charged. We may say, therefore, that exercise promotes the health and strength of the whole body by quickening circulation and increasing respiration. Suitable physical exercise is therefore likely to prove extremely beneficial to girls suffering from anæmia (poorness of blood), slow circulation, and various affections of the lungs.

DIGESTION

The effects of exercise on the digestive organs are always beneficial if the exercise is well timed, and there are no organs which more speedily indicate the evil effects of too little. Exercise taken too soon after a meal, whatever form it may assume, is injurious, because it diverts the blood-stream from the stomach and associated organs, where it is taking its part in the process of digestion, to the muscles, and thus retards the proper digestion of the food taken. But exercise taken some time after food aids the process in its later stages

and promotes the absorption of the nutritive portion of the food, by the quickening of the circulation, as well as by the effect of the increased movements of the diaphragm, due to the increased rate of breathing, and to other movements to which the intestine is subject. Sluggish liver is one of the most immediate results of insufficient exercise. It is a familiar fact that constipation of the bowels is almost certain to arise when exercise is not engaged in, and in consequence all the abdominal organs become loaded, and a sense of languor, a tendency to headache, and a feeling of general indisposition to exertion speedily result.

Exercise creates an appetite by the removal of waste matter from the tissues and makes room for new material. It accelerates the circulation of the blood through the liver and aids digestion by stimulating the stomach to the production of a better quality and a greater quantity of digestive fluid, and the digestive powers, if previously sluggish and feeble, become during exercise more rapid and vigorous.

SKIN

Exercise, by bringing into increased action all the organs of the body, stimulates the functions of the skin, and perspiration is thereby greatly increased. Water escapes from the body by the kidneys, skin, and lungs. During rest far more is lost by the former than by the two latter means together. But during exercise not only is the total amount very largely increased, but the proportion in which it passes off by the different channels is reversed. More now passes off by the skin and lungs together than by the kidneys. The evaporation of this water from the surface reduces and regulates the temperature of the body, which otherwise, owing to the increase of combustion, would become excessive. Hence the danger of chill from this cause is not during the period of active exercise, for the rapid loss is then compensated for by extraordinary supply, but the risk arises when exertion

is over. The excessive loss by evaporation still for a while continues, and now there is no additional supply. Hence the heat of the body rapidly declines. The surface, which may have been exposed with impunity while exertion was continued, must now be adequately covered to protect it from undue loss. The skin is too often regarded merely as a covering for the body, instead of one of its most important organs for purification of the system. There are several million pores in the body, and through these mouths the waste matter of the system exudes when they are kept in a healthy natural condition ; but if they are allowed day after day to retain this poisonous matter they become clogged. In this case the perspiration cannot be freely discharged through the pores, and it is re-absorbed into the blood, thus throwing extra work on the other excretory organs, which may result in various disorders of these organs owing to their overwork. It follows then, as a matter of course, that the skin should be kept clean by frequent baths, that during exercise the clothing worn should be light, and that after exercising thicker clothing should be put on to prevent any danger of taking a chill. Clothing worn next the skin in the daytime should not be worn at night. A night dress should be of linen or cotton. Such a material is advisable, inasmuch as it gives rest to a skin that may have been unduly stimulated by woollen undergarments during the day. Exercise should be taken in some form or other sufficient to produce free perspiration once in twenty-four hours. The quantity of water removed by the skin during exercise may amount to several pounds' weight. The effect of exercise will be to cause not only the removal of waste products, the result of exertion, but also the removal of waste which might otherwise have remained useless material, burdening the bodily organs, but for this stimulus to their removal.

PERSONAL COMELINESS AND COMFORT

In addition to the effect which exercise has on the system and organs mentioned, it has the following advantages. It induces an upright figure, and an easy and graceful carriage, and there is given to every part of the body that indescribable aspect of vigour and soundness which is characteristic of a healthy and well-knit frame. Exercise, as we have seen, has also a most beneficial effect on the skin. It makes it clear, firm, and wholesome. The difference between the complexions of girls who get plenty of exercise and those who do not is most striking, and is a proof in itself of the great value of physical exercise. It leads to a sounder state of health, and such improvement is at once noticeable upon the skin. The girl who takes no exercise, who is always poring over books, misses at least half of the enjoyments of life. She is a dull creature, a martyr to indigestion and headaches probably, and many other ills. Her appetite is feeble, circulation poor, she sleeps badly, and is altogether a burden to herself and to all around her.

COMMON PHYSICAL DEFECTS

WE are told that the body is practically only as strong as its weakest part. Many girls suffer from spinal curvature, low shoulder, weak backs, weak ankles, and other ailments, and yet, although otherwise thoroughly healthy, the least exertion acts so strongly upon these weak spots, they very soon become exhausted and have as a consequence to forego participating in many pleasures which otherwise would have been open to them. But judiciously directed exercise will go a long way towards alleviating these weaknesses and help them to attain what should be a prize well worth striving for, namely, a perfect and harmonious development of their own bodies. We must not, however, forget that the present mode of dress is largely answerable for many of the weaknesses girls suffer from, and until they adopt a more rational form of dress we cannot hope for much improvement in this respect. I refer more particularly to the corset, and I think I cannot do better than quote what Dr. Mary Taylor Bissell, of New York, says in her excellent little book on physical training for women.

‘It has been reserved for modern civilisation to invent the brace known as the corset, and to its slow compression women can now boast a figure *like which there is nothing in the world of nature or of art*. Briefly, these are some of the grave charges that we bring against the modern corset. First, it changes the shape of the chest, by compressing the lower and more movable ribs and exalting the action of the upper chest region. It restricts the free action of the heart and of the lower

portions of the lungs. It curtails the freedom of the diaphragm, the most important muscle of respiration. It weakens by its pressure all of the muscles which it constricts, notably the abdominal muscles, whose vigour and tone are specially desirable in women, while it offers the spinal muscles an artificial support, instead of the cultivation of their natural functions of holding the spine erect. It tends to displace abdominal organs, notably the liver, which is directly within the limits of its seizure, and which is pushed by this compression downward into the pelvic region, where it in turn exerts its pressure upon the pelvic organs. This pressure from above, allied to the fact that the diaphragm, whose activity greatly assists the pelvic circulation, is seriously crippled by compression, makes tight clothing, with its associated muscular weakness, largely responsible for many of the pelvic complaints which disable women.

‘The strength of all muscles depends upon their action in the line of their function, and for such action they must be free. Now the corset makes action unnecessary and freedom impossible, because it says to the waist muscles, and the back and abdominal muscles, “Come, I will support you, lean on me. Your arms must grow strong with use, your legs become vigorous with action, it is true, but make no exertion with the muscles of your trunk, for I will support them by this splint.” And so the growing girl who was just learning the enjoyment of her body, and beginning to develop its usefulness, is encased in whalebones and splints, and after a year or two of artificial support she says, very truly, that she cannot hold herself up without it.’

There is no denying the fact that there is much truth in the above statement, for we have seen in a previous chapter that the less a muscle is used the more it wastes and becomes useless, and in the case of corsets it is perfectly natural to expect that if the corset supports the back, there is no need for the muscles to do the work which nature intended them to do, and so they become weak, flabby, and useless.

School life is another cause of many of the ills which girls

suffer from. It is a noteworthy fact that headaches, anæmia, and dyspepsia, so common among school girls, are very rare under the age of eight or nine years, but after their school days begin all these complaints begin to manifest themselves. It is believed that school life is responsible for these disorders of school girls, not only because their mental capacities are overtaxed, but on account of insufficient exercise and ill-ventilated rooms. In many schools the only exercise the pupils get is a walk once a day, if so often. But mere walking is not sufficient exercise: a girl should two or three times a week have the opportunity of, to use an expression, running loose and exercising all her limbs freely in a gymnasium, clothed in a suitable costume for the purpose.

Many girls, through faulty habits of sitting and standing in school, develop various forms of spinal curvature. Parents are surprised and cannot understand how it has come about. Dr. Bissell, who examined several hundred young women, says that from twenty-five to thirty per cent. showed some degree of spinal curvature. Such faulty positions are oftener taken in writing than at other times. Out of 200 children whose attitudes in writing were examined by Schenck of Berlin, 160 were found seated in a position to induce a curvature of the spine. Another fault with girls (when standing) is resting always upon the same leg, so that when this leaning chances to be continually in the same direction, the tendency towards a curvature of the spine and projecting hip is much increased. Care should therefore be taken to avoid the common habit with many girls of too frequently resting upon one particular leg. Most of the power and grace of the body depends upon the erectness, suppleness, and strength of the spinal column, and the importance therefore of avoiding bad habits of sitting and standing must be apparent to all, while all conditions favouring the development of the muscles of the spine should be taken advantage of by girls who desire health and a figure free from any deformity.

Now it is a fact that many of the above defects and deformities may be helped, if not entirely cured, by free or light gymnastic exercises. There are of course some which have

become so serious that they cannot be treated without special appliances, and should therefore be placed in the hands of a physician. But much good could be done in the earlier stages if teachers would make themselves acquainted with the theory of physical exercise, and the effect on the symmetry of the body of bad habits in sitting and standing, and would carefully watch their pupils and note defects which they may see in them, as well as study the movements that would tend to obviate them. As a help to the teacher the following movements are given as a guide to what is really required, and no doubt will be found very efficacious in dealing with the particular defects mentioned. For full particulars of positions of arms, head, trunk, and lower limbs referred to in the following directions, see pages 41 to 47. Whichever exercise is taken, it must be repeated several times daily.

TO REMEDY DROOPING HEAD

In cases where the head droops forward, bend it backward and raise again slowly, but do not bend it forward.

If the head drops over to one side, bend it to the opposite side, and raise again slowly.

TO REMEDY ROUND SHOULDERS AND PROJECTING SHOULDER BLADES

(1) Raise the arms forward, and then swing them backward as far as possible without bending body forward.

(2) Interlace fingers behind back, palms facing outward, and then slowly straighten arms downward. Press downward vigorously until palms meet.

(3) With hands on hips bend trunk backward and raise again slowly. Make the bend from the shoulders, not from the middle or what is commonly known as the small of the back.

(4) To ensure an upright carriage practise walking with a light book or other object on the head. The book will fall if an erect position is not maintained.

(5) Any motion which brings the hands together behind the body is a good one for correcting round shoulders. Folding the arms behind the back would be a very simple but beneficial movement. Girls with round shoulders should not be allowed to fold their arms in front.

TO REMEDY SLIGHT LATERAL CURVATURE OF SPINE

(1) If the right shoulder is depressed as a result of the curvature, place hands on hips or behind neck, and bend trunk slowly to the left. If the left shoulder should be the lower one, the bending should, of course, be done to the right.

(2) With arms raised above head bend body very slowly forward, and try to touch floor without bending the knees, then raise body slowly again to first position.

TO STRENGTHEN THE VARIOUS MUSCLES OF THE ARMS

To strengthen the muscles of the front upper arm (biceps) practise any movement which brings the hands to the shoulders. For the muscles of the back upper arm (triceps) practise any movement which will push the hand from the shoulder and straighten the arm. The last two exercises may be rendered much more powerful by bending and straightening the arms against resistance. For the muscles of the front forearm, any movement where the hand is clenched tightly. For the muscles of the back forearm, opening the hands vigorously after closing tightly.

TO STRENGTHEN MUSCLES OF THE CHEST

Raise the arms forward and lower, forward upward, and lower; raise arms forward and then swing backward and forward alternately.

TO STRENGTHEN THE MUSCLES OF THE WAIST

For the front muscles, movements which bend the trunk forward; for the side muscles, movements which bend the trunk sideways; and for the back muscles, movements which bend the trunk backward.

TO REMEDY PROJECTING HIPS

- (1) Bend the trunk forward and backward.
- (2) Raise each knee as high as possible.
- (3) Raise each leg forward, sideways, and backward without bending the knees.

TO STRENGTHEN WEAK ANKLES AND REMEDY FLAT FOOT

- (1) Balancing the body on the toes. (Heels raised.)
- (2) Balancing the body on the heels.
- (3) Raise each foot from the floor alternately, and rotate in a circular direction. Also turn toes pointing upward and then stretch downward vigorously.
- (4) Walk and run on tiptoe.
- (5) Take a little exercise with skipping-rope daily.

TO REMEDY TURNING IN OF TOES

Keep the heel on the floor, and raising the toes of the right foot, turn them forcibly as far as possible to the right. Repeat

with left foot, but turning to the left instead of to right. Repeat the above exercises, first obtaining the help of a friend to place a hand outside the foot so as to offer some slight resistance.

TO REMEDY KNOCK-KNEE

Place hands on hips, and with the heels together, and the toes pointing outwards, raise the heels, and then slowly bend and separate the knees in the direction the toes are pointing.

To remedy these defects will take a great amount of time and attention, but if the work is systematic and regular, good results are sure to be obtained.

GYMNASTICS COMPARED WITH OUTDOOR EXERCISE



PHYSICAL exercise in the open air, having such great advantages over gymnastics or any other kind of indoor recreation, is undoubtedly a form of exercise which girls and women should participate in as often as possible. It fills the lungs with plenty of pure fresh air, and sends the blood coursing through the blood-vessels with greater rapidity, and for these two reasons alone has much to commend it.

The outdoor exercises that are most popular nowadays with girls and women may be summed up in the following: Walking, Riding, Skating, Rowing, Cycling, Tennis, and Swimming. Golf is also becoming more popular among ladies, but the number who can afford to indulge in this pastime is very limited. All these outdoor games are excellent in their way, and much benefit may be derived from each of them if indulged in with moderation. There are, however, certain disadvantages in connection with some of these forms of exercise, which I will try and explain in the following pages.

WALKING

Walking is one of the simplest but undoubtedly one of the finest exercises girls can participate in, but it must be entered into energetically and with a purpose. A walk such as is the

common practice, and often the only exercise in many girls' schools, where the pupils walk in procession two by two and over a stated distance, is certainly depressing, and little if any benefit is obtained from the exercise if taken in such an inane manner. The exercise of walking, taken under proper conditions, brings colour to the cheeks, respiration and circulation are stimulated, the skin becomes moist and clear, the appetite increased, and digestion improved.

Running is so closely allied to walking, that it will be well perhaps if attention is called to its advantages here. Running is an admirable exercise for girls, its principal advantage being that whilst it exercises the lower limbs, it more particularly strengthens the lungs by expanding and developing the chest owing to the rate and depth of respiration being increased. There is nothing better to strengthen the lungs of those who are inclined to be 'short-winded' than gradually habituating themselves to the exercise of running. It is possible, of course, to overdo it, which would result in injurious effects, principally affecting the heart and lungs; but the fault is not in the exercise, it is in the pupil herself, who tries to run for too great a distance, without having practised sufficiently. Those also who suffer from weak heart and lungs, should not participate in the exercise before taking medical advice.

RIDING

Riding, although confined to the comparatively few, is one of the most healthful of exercises for girls and women. It improves the complexion, quickens respiration and circulation, rouses the liver and improves digestion, and by perspiration helps to throw off poisonous matter which otherwise would be retained in the system. The exercise, however, is not good for girls with a tendency to lateral curvature, or for those who have outgrown their strength, or who have weak backs, as they are apt to become round-shouldered. In order to receive the best possible benefit from the exercise, the riding

should be taken alternately on each side of the saddle, for the double object of giving greater ease and freedom of movement in the saddle, and bringing opposite sets of muscles into action, thereby counteracting the tendency to lateral curvature of the spine, which is commonly produced by riding always on the same side. A physician who has made a speciality of spine and hip diseases, says that the present fashionable method of riding is a prolific cause of deformed spines.

As the greatest muscular strain comes upon the back in the endeavour to keep the body erect, riding is not an advisable exercise for those who are round-shouldered or who have weak backs.

SKATING

Skating is more of a boon to girls and women than to men, as men must go out to their business in all weathers, but girls who have no need to go out, will remain indoors sitting over the fire whilst the cold weather lasts, but the prospect of a day's skating will more than anything else entice them out of doors. Skating, like many other forms of outdoor exercise, quickens respiration and circulation and aids digestion. It brings into action a great number of muscles, as, besides the exercise for the lower limbs, the balance has to be maintained, and to do this effectually the muscles of the trunk have much work to do. It is a most exhilarating exercise, and tends to give an easy and graceful carriage to the body, strengthens the ankles, and is particularly good for girls inclined to be nervous.

ROWING AND SCULLING

Rowing and sculling are forms of exercise which bring into play more muscles at one time than any other form of exercise for girls. It is, however, a matter of the greatest importance that the learner should be well taught, as to row in bad style is to indulge in an exercise, the benefit to be

derived from which is doubtful. Many girls suffer from weak backs, but as the muscles of the back are very much exercised in rowing, it forms for that reason a very desirable exercise for them. Through tight lacing the corset performs the work which nature intended the muscles to do, and the result is that when the corsets are taken off, the muscles are so weak as to be utterly incapable of supporting the body in a perfectly upright position. But, as mentioned before, rowing will strengthen these weak muscles, and as they are developed the carriage of the body will be improved, and stooping shoulders and contracted chests will disappear. To be productive of these good results, however, during the time of exercising at least, if not altogether, the corset must be dispensed with, but some girls, who think more of their figures than their health, would bear all the discomfort and run the risk of the injurious effects which would undoubtedly arise through exercising in a tightly laced corset, rather than lay them aside, even for the purpose of gaining health and strength during a row on the river.

CYCLING

There is great difference of opinion between the medical fraternity at present as to the merits of cycling as an exercise for girls and women. For my own part, I consider it is an admirable exercise if indulged in in moderation, and provided due attention is paid to retaining an erect and graceful attitude whilst riding, but any attempt at what is commonly known as 'scorching,' or attempting too long distances, or persisting in climbing hills out of mere bravado, will be certain to bring disaster in its train, and if the habit of leaning forward should become fixed with the rider, round shoulders and a contracted chest will soon present themselves. Another objection at present is the construction of the saddle, which requires remodelling before the exercise can be indulged in without pain and discomfort. The exercise is a charming one, owing to the rapidity with which one travels, and the

constant change of scene. It imparts a glow to the cheek and strength to the body. It is also an excellent remedy for those who suffer from dyspepsia, congestion of liver, constipation, &c. Those suffering from heart and lung affections, should not commence the exercise before obtaining medical advice.

TENNIS

Tennis has secured an enormous amount of popularity amongst girls of recent years, and as an outdoor game which has the extra attraction of the intermingling of the sexes, it possesses strong qualifications for being considered an ideal game. It must, however, be played in a loose dress if injurious effects are to be avoided. The lower limbs are called upon for great activity ; in the aiming and placing the ball there is excellent training for hand and eye, it also calls for much agility and skill, and taken altogether it offers most of the qualities requisite both for healthy exercise and bodily training. Being, however, practically a one-sided exercise, owing to the prolonged use of one particular arm, great care must be taken, as, if indulged in to too great an extent, injurious results principally affecting the spine may arise.

SWIMMING

Swimming should be learnt by girls at an early age, say between the ages of eight and ten. The muscles of the arms and legs are principally concerned in the exercise, and to a lesser degree the muscles of the back and abdomen. Swimming also increases the respiratory movements and straightens the back. Work in a gymnasium is an excellent means of developing the muscles used in swimming.

SKIPPING

A better exercise than skipping cannot be practised. It employs the muscles not only of the legs and loins, but also of the back, abdomen, and neck, and even the muscles of the arms, but, more important still, it especially tends to strengthen the ankles and knees and the arches of the foot, thereby counteracting any tendency to flat foot ; it is also admirable for children with weak backs, increases respiration and circulation and promotes digestion, and if practised outdoors it is one of the simplest but most perfect forms of exercise that young girls can participate in.

Another form of exercise which is not as a rule considered to belong to those classed as outdoor, but the value of which would be considerably enhanced by its being taken outdoors, is :—

DANCING

Dancing is an exercise strongly deserving recommendation, as it tends to unite gracefulness and regularity of motion with strength and agility, but the exercise nowadays loses half its value owing to its being taken in badly ventilated rooms, loaded with excess of carbonic acid. In ancient days the exercise was taken out of doors, which considerably added to its value. It increases respiration and circulation, and the liver is stimulated in its action, thereby aiding digestion.

But in winter, Rowing, Cycling, Tennis, and Swimming practically become impossible, and it is absolutely necessary that some form of exercise should be kept up. What better kind, therefore, should our girls turn to than that received in a gymnasium ? The average girl who lives in the City has actually no resource in the direction of exercise during the winter months except a walk or a dance. Riding is limited to a few, and walking is not always possible. In a gymnasium, providing it is of good size and well ventilated, and in the hands of a properly trained teacher, who understands in particular

the training of girls, and the mechanism and capacity of the human body, girls can obtain a form of exercise which is free from any suspicion of onesidedness, but which on the other hand harmoniously develops the whole of the muscles of the body. Girls will under these conditions develop their physical powers in such a manner as cannot be accomplished elsewhere. In further support of the gymnasium as the best place for all-round exercise and development, I cannot in conclusion do better than quote what Dr. Blatin said in a speech given by him in the French Chamber of Deputies:—

‘It is the teaching of gymnastics proper on which you must insist, for gymnastics possess this incomparable superiority to all the other exercises of the body, that they are the only method of physical culture; they alone comprehend a collection of exercises which enable them to control each division of the muscular apparatus; they alone are able to put into action a definite physiological group, so as to carry out in it special indications; they alone, in a word, are able to graduate muscular effort and to vary it within the widest limits. They measure it, they proportion it (so to speak) with marvellous precision, and therefore they are equally beneficial to the feeblest natures and the most vigorous constitutions.’

PART II

PRACTICAL SUGGESTIONS

HAVING explained the necessity of exercise, and the beneficial effect it has upon respiration, circulation, &c., we now come to the practical part of the work. Most of that contained in this part of the book (Part II.) is suitable for individual practice at home, for use in high schools, &c., or for use in classes in connection with public or private gymnasia. The work contained in Part III., on account of the apparatus required, is suitable only for the gymnasium.

For home or school use at least one table of exercises contained in this part should be taken daily. The work must be systematic and regular if satisfactory results are expected. The time most suitable for exercise is from half an hour to an hour before meal time, finishing at least a quarter of an hour before the meal begins; if taken soon after, the process of digestion will be interfered with.

In the case of invalids practising at home, if respiration and circulation should be increased very considerably by any single exercise, a rest should be taken to allay this increased action before going on to the next. If the exercise is taken to remedy any of the defects mentioned in the chapter on 'Common Physical Defects,' the particular movements should be repeated at least twice a day.

For class work the teacher should first explain and execute the movement before requiring the pupils to do so.

In this way accuracy of position is more likely to be obtained by the pupils than if the teacher simply relied upon a verbal explanation. A practical illustration of the movement by the teacher will save both time and trouble.

VENTILATION

Fresh air, and plenty of it, is an absolute necessity in a room where exercise is taken. It is advisable, therefore, even in the severest weather, to open all windows for the time being, providing the pupils do not stand in any draught.

DRESS

For use in the gymnasium a dress should be worn which allows perfect freedom of movement. Any tightness, especially round the neck, chest, or abdomen, has positively injurious effects. Corsets and tight garters should be particularly avoided. A suitable dress, as shown in fig. 1, p. 82, consists of navy serge knickerbockers to the knees, and tunic covering knees, coloured sash, canvas shoes with rubber soles.

ARRANGING THE CLASS FOR EXERCISE

To arrange the class in position for exercise in as short a time as possible should be a matter well thought out by the teacher, as much valuable time may be wasted if this point is neglected. First of all the teacher should be acquainted with the meanings of preparatory and executory commands, of forming the pupils in ranks or files, and other points mentioned in this and following pages.

COMMANDS

A **preparatory** command is first given which should be delivered slowly and distinctly, and which consists of an explanation of the movement to be executed.

The **executory** command is the command of execution, and consists of one word only, such as *One, Two, &c.* To obviate the necessity of having to explain whether a movement shall be done quickly or slowly, there are two methods of giving the executory command. If the movement is to be done quickly, the executory command is given in a loud and sharp tone, but if slowly, then the executory command is given in a soft, slow, drawling tone. In both cases, however, a slight pause must always be made between the preparatory and executory commands, to allow the pupils time to prepare themselves for the movement. Throughout the book the preparatory commands are printed in ordinary type, and the executory commands in italics.

FILES AND RANKS

A *File* is a row of pupils standing one behind the other. There may be one or more files, as the teacher may require, an equal number being arranged in each file. In standing in file the pupils should not stand too close together, but should leave sufficient space to allow of their making a right or left turn.

A *Rank* is a row of pupils standing side by side. The pupils may be arranged in one or more ranks, an equal number being arranged in each.

FIG. 1



FUNDAMENTAL POSITION

COMMAND. *Attention*

All exercises are commenced from and finished by attaining this position. Heels together, toes pointing at a right angle outward, knees straight, hips drawn well back, the chest raised well forward and expanded, shoulders even and drawn back, arms hanging straight down, palms facing in toward thighs, head raised, chin drawn in, eyes directed to the front, weight of body to rest on the fore part of the feet. (See fig. 1.)

STANDING AT EASE

In teaching new exercises it is advisable at times to allow the pupils to *Stand at Ease* whilst the movement is being

explained, the command *Attention* being given when the teacher wishes the pupils to execute the movement. The class should be taught the motions of *Standing at Ease* first by numbers, then by judging the time. The commands are as follows :

1. Stand at ease by numbers—*One*.

Upon the word *One* raise the forearms, left hand in front of the centre of the body, about as high as the waist, palms upwards, the right hand as high as the right breast, palm to the left front, both thumbs separated from the fingers, and the elbows kept close to the body.

2. *Two*.

Upon the word *Two* strike the palm of the right hand on that of the left.

3. *Three*.

Upon the word *Three* drop the arms to their fullest extent, keeping the hands together and passing the right hand over the back of the left as they fall, at the same time draw back the right foot about six inches, slightly bending the left knee and placing the whole weight of the body on the right leg. (See fig. 2.)

In standing at ease by judging the time, command as follows :

1. Judging the time. Stand at—*Ease*.

Upon the word *Ease* perform the three motions described above simultaneously, coming at once to position shown in fig. 2.

FIG. 2



2. To resume fundamental position, command *Attention*.

The position of 'Stand at Ease,' by resting the whole weight of the body always on the right leg, will in time tend to produce a slight malformation of the right hip and lateral curvature of the spine. It is therefore recommended that the weight should be placed on each leg alternately. This may be done by drawing back the left foot instead of the right, and slightly bending the right knee. In this case, when it is desired that the left foot shall be drawn back instead of the right, the preparatory command should be as follows:

Drawing back the left foot. Stand at—*Ease*.

Where this command is not given it is understood that the right foot shall be moved back.

TURNINGS

Turning is completed in two counts in the following manner. Suppose the command *Right—Turn* is given, the pupil will, on the first count, make a turn to the right by turning on the right heel, and the fore part of the left foot; on the second count the left foot is raised backward, and then brought to the right foot with a slight stamp, heels together, toes pointing outward.

On the opposite page is given a diagram (fig. 3) showing exactly the direction a pupil would be facing after executing the various turns mentioned. The pupil is supposed to be standing where the arrow is placed and facing 1.

After a Half-right *Turn* the pupil would be facing 2.

„ „ left „ „ „ 3.

„ Right „ „ „ 4.

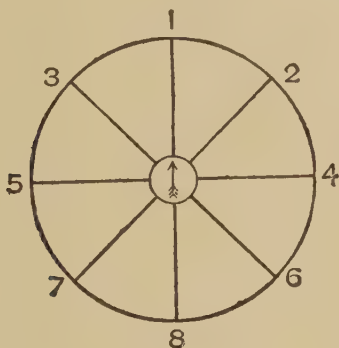
„ Left „ „ „ 5.

„ Right (or Left) about *Turn* the pupil would be facing 8.

After a $\frac{3}{4}$ right, or left turn, the pupil would be facing 6

and 7 respectively, but these turnings are very rarely used except for the purpose of figure marching.

FIG. 3



OPENING AND CLOSING RANKS

This may be done in many ways, but two examples are here given which probably will be found sufficient for taking the tables of free exercises, dumb-bell, barbell, short wand exercises, &c. For other drills, if different formations should be required, they will be specially set out.

EXAMPLE I.

Form the pupils in two ranks as in fig. 4, the smaller pupils being arranged in front rank and the taller in the rear rank.

FIG. 4



The front rank will now number off in twos, *i.e.* the first pupil on the (pupils') extreme right will call *One*, the second

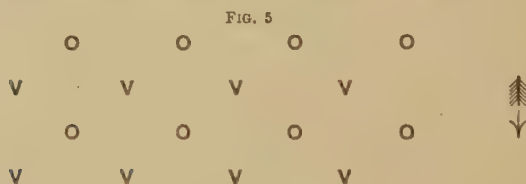
Two, the next *One*, and so on until the end of the rank is reached, the pupils in the rear rank taking the same numbers as those directly in front of them. In the above diagram the arrows represent the odd and the circles the even numbers. The teacher will now give the commands as follows:—

1. Front rank three paces forward—*March*.

The pupils should step off smartly with the left foot, and the rank should be quite straight after taking the three paces.

2. Number Ones one pace forward }
 „ Twos one pace backward } *March*.

The class is now opened out as shown in fig. 5.



To close ranks back to original position, command:

1. Number Ones one pace backward }
 „ Twos one pace forward } *March*.
2. Rear rank three paces forward—*March*.

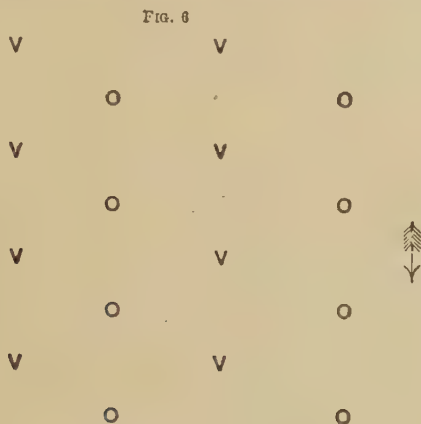
The ranks are now closed as in fig. 4.

EXAMPLE II.

Form the pupils in two ranks, arranging the smaller pupils from the (pupils') extreme left, and number off from the right as in Example 1. Then give the commands as follows:—

1. Front rank three paces forward—*March*.
2. Left—*Turn*.
3. Number Ones one pace to right }
 „ Twos one pace to left } *March*.

The class is now opened out in four files as shown in fig. 6, the smaller pupils being in front, and the taller behind.



To close ranks command :

1. Number Ones one pace to left }
 ,, Twos one pace to right } *March.*

2. Right—*Turn.*

3. Rear rank three paces forward—*March.*

The ranks are now closed as shown in fig. 4.

QUICK MARCH

Upon the command Quick—*March* being given the pupils will immediately step off with the left foot, the right foot following with a speed of about 120 steps a minute. In marching the chest should be well expanded and the head erect. The arms should swing slightly in even rhythm with the legs, the limbs of opposite sides moving simultaneously. As the foot touches the ground, knee and instep should be extended, so that the ball (or fore part) of the foot and the heel touch

the ground at the same time. If the heel strikes first the step loses its elasticity. Upon the command Class—*Halt*, which should be given as the weight is placed on the left foot, the right foot will complete its pace, and the closing step made by bringing the left foot up to the right.

DOUBLE MARCH

Upon the command Double—*March* the pupils will immediately commence running (running on tip-toe) with a speed of about 160 steps a minute. In running the body should be inclined forward, the head thrown back, and the breathing carried on through the nose, the mouth being kept closed. The hands are at the same time raised as high as the chest, clenching the fists, and carrying the elbows well back (Position of Arms upward—*Bend*, as described on p. 43, pos. 13). To resume ordinary march command Change—*March*.

MARKING TIME

Marking time is a sham walk. The feet are moved as in marching, but without gaining ground. When on the march, if it is desired to keep the class marching in place at a point where they should just happen to be, give the command Mark—*Time*, when the pupils slightly lift their feet, and imitate marching without gaining ground. To resume ordinary march command Forward—*March*.

CHANGING STEP

To change step in marching (which is often required by pupils who step off with the wrong foot) the advancing foot will complete its pace, and the ball of the rear foot

will be brought up quickly to the heel of the advanced foot, which will instantly take another step forward, so that the cadence will not be lost ; in short, two successive steps forward will be taken with the same foot.

SIDE STEP

In stepping sideways to the right, the right foot is moved about 12 inches to the right, the left foot is then brought smartly up to the right. Any number of steps may be taken to the right until the required distance is gained, and on the command *Halt* being given the closing step will be made by the left foot being brought up to the right. The command would be as follows :—

Three (or any given number of) paces to the right—*March*.

The movement of the feet in stepping to the left will of course be reversed.

DISMISSING THE CLASS

Most teachers have probably their own methods of dismissing their classes according to circumstances, but the following is given as an example. If the class has just been through a table of exercises, and has closed up to two ranks, according to instructions contained on pp. 35-37, the teacher will command :

1. Right (or Left)—*Turn*.

Thus changing the ranks into files.

2. *Dismiss*.

Upon which the pupils in the right file will take one pace to the right, and those in the left file one pace to the left, and then stand at attention until the command :

3. *Break.*

When the pupils shall be allowed to break away in any direction they please. The object in view in not allowing the pupils to break off immediately upon the word *Dismiss* is the fact that in case any of the pupils should make a mistake in stepping to their respective sides there is no chance of rectifying the mistake, the pupils having already disbanded.

If the class should be in one single rank proceed exactly as above, the only difference being that upon the command *Dismiss* being given, the whole of the pupils will take one pace to the left.

DEFINITION OF TERMS

To save lengthy explanations in the various tables of exercises, all the principal positions (with the exception of a few introduced into some of the advanced tables which are not used very often and are therefore not included in this list, but which are so simple as to require little or no explanation) are fully explained here. Hereafter, the technical terms alone for such positions will be used; it is therefore necessary that the teacher should read over the explanations very carefully, so as to be thoroughly acquainted with all the terms given.

No. of Position	Position	Explanation
ARM POSITIONS		
1	Raise arms forward.	The arms are raised forward, fully extended and shoulder width apart, until level with shoulders, palms facing.
2	Raise arms forward upward.	The arms are raised forward and upward, fully extended and shoulder width apart, until perpendicular above head, palms facing. Look up at hands. (See fig. 13.)
3	Raise arms sideways.	The arms are raised sideways, fully extended until level with shoulders, palms down. (See fig. 9.)

No. of Position	Position	Explanation
4	Raise arms sideways upward.	The arms are raised sideways and upward, fully extended until perpendicular above head, palms facing. Look up at hands. (See fig. 13.)
5	Raise arms backward.	The arms are raised backward, fully extended as far as possible without bending body forward, palms facing. (See fig. 16.)
6	Raise arms sideways right.	The right arm to be raised sideways, fully extended until level with shoulder, left arm bent across chest, palms down. (See fig. 12.)
	Raise arms sideways left.	Reverse to above.
7	Raise arms obliquely forward upward.	The arms are raised forward, fully extended and shoulder width apart, until midway between positions 1 and 2, palms facing. Fig. 23 shows right arm raised obliquely forward upward.
8	Arm swinging.	When it is desired to change quickly from one position to another, the command <i>Swing</i> is given instead of <i>Raise</i> ; i.e. supposing the pupils were required to change from the position of <i>Raise arms sideways</i> to the position of <i>Raise arms forward</i> in one movement—i.e. without lowering to the position of 'Attention' first and then raising arms forward, which would be two movements—then the command to be given would be <i>Swing arms forward</i> ; upon which the pupils would immediately swing their arms forward, at same time turning their palms inward, and keeping arms level with shoulders until in position of <i>Raise arms forward</i> .

No. of Position	Position	Explanation
9	Raise arms sideways to circle overhead.	Raise arms as in position 4, bending elbows outward sufficiently to allow tips of fingers to meet. Look up at hands. Fig. 26 shows right arm raised sideways to circle overhead.
10	Place hands on hips.	The hands rest upon the hips, fingers to the front, thumbs behind. (See fig. 7.)
11	Place hands behind neck.	The arms are raised sideways, and palms of hands placed against the back of the neck, fingers meeting, elbows drawn back so as to be in same plane as shoulders, chest expanded, and head erect. (See fig. 10.)
12	Place hands on shoulders.	The arms are raised sideways, tips of fingers resting on shoulders. The elbows to be level with and in same plane as shoulders. (See fig. 11.)
13	Bend arms upward.	The forearms are bent upward, fists clenched and resting against chest, palms facing, and elbows drawn well back. (See fig. 20.)
14	Stretch arms upward.	This exercise is done in two counts. Upon the first count the arms are bent upward (see pos. 13), and upon the second count the fingers are extended and the arms thrust smartly upward until in position of <i>Raise arms forward upward</i> (see pos. 2).
	Stretch arms downward.	This is done in two counts. The arms being in pos. 14 (above head), they are first brought to the position of <i>Bend arms upward</i> (see pos. 13), and then the elbows are moved slightly backward and the arms thrust smartly down to <i>Attention</i> .

No. of Position	Position	Explanation
15	Stretch arms upward and downward.	The last two positions combined and done in four counts.
16	Stretch arms sideways and downward.	Same as pos. 14, with the exception that on the second count the arms are thrust smartly sideways to position of <i>Raise arms sideways</i> (pos. 3).
17	Stretch arms forward and downward.	Same as position 14, with the exception that on the second count the arms are thrust smartly forward to position of <i>Raise arms forward</i> .

TRUNK POSITIONS

1	Bend trunk forward.	The body is bent at the hips slowly forward until in position shown in fig. 8; knees to be kept straight and head kept up as shown.
2	Bend trunk forward and downward.	The body is bent at the hips slowly forward until in position shown in fig. 21; knees to be kept straight and heels together.
3	Bend trunk backward.	The body is bent slowly backward. Knees to be kept straight. Bend gradually backward, commencing from the neck. Do not bend from the middle of the back.
4	Bend trunk to right (or left).	The body is bent slowly sideways from the waist without moving the hips until in position shown in fig. 10. Feet to be kept firm on ground and knees straight.
5	Turn trunk to right (or left).	Turn body from the waist to the right. The position of the legs and hips to be unchanged.

No. of Position	Position	Explanation
LEG POSITIONS		
1	Feet close.	The position of the feet being as shown in fig. 1, upon the command 'Feet close' raise the toes, and turning on the heels bring the feet together. The feet are now parallel, and pressed against each other from heel to toe.
	Feet open.	Again raise the toes, and turning on the heels separate the feet until again in position shown in fig. 1. 'Feet close' and 'Feet open' are given to draw the pupils' attention to the position of the feet, and to teach them to keep a correct position. The command should be used by the teacher during a lesson as often as may be thought necessary
2	Raise right (or left) foot forward.	The foot is raised forward from the ground, keeping it at same angle as in starting position, the toes to be well pointed outward and downward, as shown in fig. 30. The right or left foot may also be raised sideways, backwards, or inward forward. In raising the right foot inward forward, the right leg is crossed in front of the left.
3	Place right (or left) foot forward.	In this position the toes, well pointed outward and downward, rest on the ground, weight of body on foot remaining in position. The feet are at same angle as in starting position. (See fig. 7.) The right or left foot may also be placed sideways, backward, and inward backward. In placing the right foot inward backward the right leg is crossed behind left, toes resting on ground, as in fig. 26.

No. of Position	Position	Explanation
4	Step to right (or left).	In this position the foot is placed flat on ground, weight of body equally distributed on both feet, as shown in fig. 11. Stepping may also be done forward and backward.
5	Raise heels.	The heels are quickly raised from the ground, as high as possible, keeping them together and without bending the knees (fig. 9).
6	Bend knees.	The feet being in either of the positions shown in figs. 1 and 11, the knees are bent outward in same direction as toes are pointing, heels raised (and when done with feet as in fig. 1 kept together) from ground, body to be kept quite erect, as in fig. 95.
7	Bend right (or left) knee upward.	The thigh is raised horizontally forward until at right angles with hip, the leg hanging perpendicularly downward, toes stretched and pointing to ground.
8	Stretch right (or left) leg forward.	This position is attained in two counts. Upon the first count the leg is brought to the position of <i>Bend right knee upward</i> (pos. 7), and upon the second count the leg is extended forward until in the position of <i>Raise right foot forward</i> .
	Stretch leg downward.	
9	Stretch right (or left) leg forward and downward.	The last two positions combined and done in four counts.

No. of Position	Position	Explanation
10	Lunge forward right (or left) foot.	Incline the body forward, and step about three foot-lengths forward with right foot, right knee bent to a right angle, weight of body on forward foot, the backward leg to be fully extended, and the back foot quite flat and firm on ground ; feet at right angles, as shown in fig. 20. Lunging may also be done sideways (see fig. 14), right and left.

HEAD POSITIONS

1	Bend head forward.	Bend the head slowly forward without changing position of rest of body.
2	Bend head backward.	Bend the head slowly backward without changing position of rest of body.
3	Bend head to right (or left).	Bend the head slowly over right shoulder, without moving body.

FREE EXERCISES

FIRST SERIES

For full explanation of positions mentioned in this table of exercises see pp. 41 to 47. Form pupils in either of positions mentioned on pp. 35 and 36, Examples I. and II. The number of times an exercise should be repeated is from eight to sixteen counts ; but this must be left to the discretion of the teacher, who will see that the pupils are not overworked. When the exercises have been thoroughly mastered, they may be performed to musical accompaniment, but great care must be taken to adopt tunes which allow of the original time of the exercise being kept. Do not allow any exercise to be subordinate to the music.

No. of Exercise	EXPLANATORY COMMAND	Executory Command
1	Raise arms forward upward	<i>One</i>
	Lower arms to 'Attention'	<i>Two</i>
2	Place hands on hips, and at same time place right foot forward (fig. 7)	<i>One</i>
	Place right foot sideways	<i>Two</i>
	Place right foot backward	<i>Three</i>
	Place feet together, and lower arms to 'Attention'	<i>Four</i>
	Repeat above, placing left foot forward.	

No. of Exercise	PREPARATORY COMMAND				Executory Command
3	Bend head forward	...	...	...	<i>One</i>
	Raise head upward	...	...	...	<i>Two</i>
	Bend head backward	...	...	...	<i>Three</i>
	Raise head upward	...	...	...	<i>Four</i>
4	Place hands on hips	...	...	...	<i>One</i>
	Bend trunk forward (fig. 8)	...	...	...	<i>Two</i>
	Raise trunk upward	...	...	...	<i>Three</i>
	Lower arms to 'Attention'	...	...	...	<i>Four</i>
	Repeat, but on second count bend trunk backward instead of forward.				

FIG. 7



FIG. 8



No. of Exercise	PREPARATORY COMMAND	Executory Command
5	Raise arms sideways, and at same time raise heels (fig. 9)	<i>One</i>
	Lower arms and heels	<i>Two</i>
6	Place hands on shoulders	<i>One</i>
	Straighten arms sideways (palms down) ...	<i>Two</i>
	Place hands on shoulders	<i>Three</i>
	Lower arms to 'Attention'	<i>Four</i>
7	Place hands behind neck	<i>One</i>
	Bend trunk to right (fig. 10)	<i>Two</i>
	Raise trunk upward	<i>Three</i>
	Lower arms to 'Attention'	<i>Four</i>
8	Repeat, but on second count bend trunk to left.	
	Place hands on hips, and step to right... ..	<i>One</i>
	Bend knees (raise heels same time)	<i>Two</i>
	Straighten knees	<i>Three</i>
	Lower arms, and bring right foot back to left	<i>Four</i>
	Repeat, but on second count step to left.	

FIG. 9



FIG. 10



FREE EXERCISES

SECOND SERIES

FOR full explanations of positions mentioned in this table of exercises see pp. 41 to 47. Form pupils up, and repeat exercises as suggested at head of last series.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms forward upward	<i>One</i>
	Lower arms sideways (to position of 'Arms sideways raise')	<i>Two</i>
	Raise arms upward to first position	<i>Three</i>
	Lower arms forward to 'Attention'	<i>Four</i>
2	Step to right, and place hands on shoulders (fig. 11)	<i>One</i>
	Lower arms, and place feet together	<i>Two</i>
	Repeat, stepping to left.	
3	Bend head to right	<i>One</i>
	Raise head upward	<i>Two</i>
	Bend head to left	<i>Three</i>
	Raise head upward	<i>Four</i>
4	Bend trunk forward, and raise arms backward	<i>One</i>
	Raise trunk upward, and lower arms	<i>Two</i>
	Bend trunk backward, and raise arms forward	<i>Three</i>
	Raise trunk upward, and lower arms	<i>Four</i>
5	Step to right, and raise arms sideways... ..	<i>One</i>
	Raise arms upward, and raise heels	<i>Two</i>
	Lower arms sideways to first position, and lower heels	<i>Three</i>
	Lower arms, and place feet together	<i>Four</i>
	Repeat, stepping to left.	

No. of Exercise	PREPARATORY COMMAND	Executory Command
6	Stretch arms upward and downward, counting 16 (see Arm position 15, p. 44)	<i>Begin</i>
7	Place hands behind neck	<i>One</i>
	Turn trunk to right	<i>Two</i>
	Turn trunk to front	<i>Three</i>
	Lower arms	<i>Four</i>
	Repeat, but on second count turn trunk to left.	
8	Raise arms sideways, and raise heels	<i>One</i>
	Swing arms forward, and bend knees	<i>Two</i>
	Swing arms sideways, and straighten knees	<i>Three</i>
	Lower arms and heels	<i>Four</i>

FIG. 11



FREE EXERCISES

THIRD SERIES

For full explanation of positions mentioned in this table of exercises see pp. 41 to 47. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms sideways right (fig. 12)	<i>One</i>
	Raise arms upward to position of 'Arms forward upward raise'	<i>Two</i>
	Lower arms to position of 'Arms sideways left'	<i>Three</i>
	Lower arms to 'Attention'	<i>Four</i>
	Repeat, but commence by raising arms sideways left.	
2	Raise arms forward upward, and step to right (fig. 13)	<i>One</i>
	Lower arms sideways (position of 'Raise arms sideways) and bend right knee' (fig. 14) ...	<i>Two</i>
	Raise arms upward to first position, and straighten right knee	<i>Three</i>
	Lower arms to 'Attention' and place feet together	<i>Four</i>
	Repeat exercise, but stepping to left.	

FIG. 12



FIG. 13



FIG. 14



No. of Exercise	PREPARATORY COMMAND	Executory Command
3	Lunge to right, turn trunk to right, and raise arms forward upward (fig. 15) Swing arms downward and backward, and bend trunk forward (fig. 16) Swing arms forward and upward, and raise trunk upward to first position Lower arms, turn trunk to front, and place feet together (coming to attention) Repeat exercise, but lunge to left, &c., instead of to right.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
4	With hands on hips, stretch right and left leg alternately forward and downward, counting sixteen (see Leg position 9, p. 46) On the sixteenth count lower arms to 'Attention.'	<i>Begin</i>
5	Bend arms upward Stretch right arm upward, and left arm sideways (fig. 17) Bend arms upward (same as first position) Lower arms (to 'Attention') Repeat, but on second count stretch left arm upward and right arm sideways.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
6	Place right hand on hip, and raise left arm sideways upward Bend trunk to right Raise trunk upward Lower arms Repeat, but place left hand on hip, raise right arm sideways upward and bend trunk to left.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
7	Raise arms forward, and bend knees Raise arms upward, and straighten knees Lower arms sideways (position of 'Raise arms sideways'), and bend knees' Lower arms, and straighten knees	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>

FIG. 15



FIG. 16



FIG. 17



No. of Exercise	PREPARATORY COMMAND	Executory Command
8	Lunge to right, turn trunk to right, and raise arms forward upward	<i>One</i>
	Sink and kneel on left knee, and lower arms sideways (fig. 18)	<i>Two</i>
	Rise from left knee and raise arms upward, thus coming to first position	<i>Three</i>
	Lower arms, turn trunk to front, and place feet together	<i>Four</i>
	Repeat, but lunge to left, &c., instead of to right.	

FIG. 18



FREE EXERCISES

*SPECIALLY ARRANGED FOR SIXTEEN OR THIRTY-TWO
PUPILS FOR DISPLAYS, SCHOOL GATHERINGS, &c.*



THE third series of free exercises can be rendered very attractive for the purposes mentioned above, by arranging them in the following manner. First of all, a different formation from that already given is required as explained below.

Form pupils in two ranks, as explained for Example II., p. 36, and arrange so that there shall be one arm's length distance between pupils. Then number off from the pupils' right as explained on p. 35, and command as follows:—

Front rank six paces forward—*March.*

Both ranks, Left—*Turn.*

Even numbers two paces to right } *March.*
Odd numbers two paces to left }

Even numbers one pace forward—*March.*

FIG. 19



This brings the even numbers in line with the odd numbers, and the formation complete is as shown in fig. 19. The circles represent the even, and the arrows the odd numbers.

EXERCISE I.

Instead of all raising arms sideways right as directed, let the even numbers begin by raising arms sideways left instead of to right. They will thus work in the opposite direction to which the exercise is written. The odd numbers will execute this as well as the remainder of the exercises as written. On counts 5, 6, 7, and 8, when the odd numbers commence the exercise at the left side, the even numbers will commence at the right side. This arrangement will also apply to exercises 2, 3, 5, 6, and 8.

EXERCISE II.

The even numbers will in first position step to left, and in second position bend left knee.

EXERCISE III.

The even numbers will in first position lunge to left side, and turn trunk to left, &c.

EXERCISE IV.

There is no change in this exercise ; all work alike.

EXERCISE V.

The even numbers will in second position stretch left arm upward and right arm sideways.

EXERCISE VI.

The even numbers will in first position place left hand on hip and raise right arm, and in second position bend trunk to left.

EXERCISE VII.

There is no change in this exercise ; all work alike.

EXERCISE VIII.

The even numbers will in first position lunge to left and turn trunk to left, and in second position sink and kneel on right knee.

The teacher can also arrange the tables of dumb-bell, wand, and barbell exercises to be taken in the same way.

DUMB-BELL EXERCISES

FIRST SERIES

FOR the following exercises wooden dumb-bells are recommended, weighing from half a pound to one pound each, this being quite sufficient weight to use. For full explanation of positions given in this series, see pp. 41-47. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms forward upward	<i>One</i>
	Place bells on shoulders	<i>Two</i>
	Stretch arms upward (to first position) ...	<i>Three</i>
	Lower arms forward to 'Attention'	<i>Four</i>
2	Raise arms sideways upward (knocking ends of bells together above head), and step to right	<i>One</i>
	Lower arms sideways (to 'Attention') and place feet together	<i>Two</i>
	Repeat, stepping to left.	
3	Raise arms forward upward, and step to right	<i>One</i>
	Bend trunk forward and downward	<i>Two</i>
	Raise trunk upward	<i>Three</i>
	Lower arms forward (to 'Attention') and place feet together	<i>Four</i>
	Repeat, stepping to left.	

No. of Exercise	PREPARATORY COMMAND	Executory Command
4	Raise arms sideways, and raise heels	<i>One</i>
	Lower arms, and knock ends of bells together behind back, at same time lowering heels ...	<i>Two</i>
5	Stretch arms sideways and downward, counting sixteen (see Arm position 16, p. 44)	<i>Begin</i>
6	Place bells on shoulders	<i>One</i>
	Bend trunk to right	<i>Two</i>
	Raise trunk upward	<i>Three</i>
	Lower arms (to 'Attention')	<i>Four</i>
	Repeat, but in second position bend trunk to left.	
7	Raise arms forward, and bend knees	<i>One</i>
	Lower arms, and straighten knees	<i>Two</i>
	Raise arms sideways, and bend knees	<i>Three</i>
	Lower arms, and straighten knees	<i>Four</i>

DUMB-BELL EXERCISES

SECOND SERIES

READ remarks at head of First Series. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms sideways	<i>One</i>
	Swing arms forward (knocking ends of bells together)	<i>Two</i>
	Swing arms sideways to first position	<i>Three</i>
	Lower arms to 'Attention'	<i>Four</i>
2	Lunge forward with right foot, and bend arms upward (fig. 20)	<i>One</i>
	Bend trunk forward and downward, and strike floor with bells (fig. 21)	<i>Two</i>
	Raise trunk upward, and bend arms upward again as in first position	<i>Three</i>
	Place feet together, and lower arms to 'Attention'	<i>Four</i>
	Repeat, lunging forward with left foot.	
3	Raise arms sideways, and step to right	<i>One</i>
	Raise arms upward, knocking bells together above head and bend right knee	<i>Two</i>
	Lower arms sideways to first position, and straighten right knee	<i>Three</i>
	Lower arms to 'Attention,' and place feet together	<i>Four</i>
	Repeat, stepping to left and bending left knee.	

FIG. 20



FIG. 21



No. of Exercise	PREPARATORY COMMAND	Executory Command
4	Lunge to right, and bend arms upward ...	<i>One</i>
	Stretch arms upward	<i>Two</i>
	Bend arms upward (as in first position) ...	<i>Three</i>
	Lower arms to 'Attention' and place feet together	<i>Four</i>
	Repeat, lunging to left.	
5	Raise arms sideways, and bend knees	<i>One</i>
	Raise arms upward, knocking ends of bells together above head, and straighten knees ...	<i>Two</i>
	Lower arms sideways to first position, and bend knees	<i>Three</i>
	Lower arms to 'Attention' and straighten knees	<i>Four</i>
6	Place bells on shoulders	<i>One</i>
	Lunge to right, and straighten arms sideways	<i>Two</i>
	Place bells on shoulders, and feet together ...	<i>Three</i>
	Lower arms to 'Attention'	<i>Four</i>
	Repeat, lunging to left in second position.	
7	Stretch arms forward and downward, and sideways and downward, counting sixteen (see Arm positions 16 and 17, p. 44)	<i>Begin</i>
8	Lunge to right, raise right arm sideways upward, and place left hand on hip (fig. 22) ...	<i>One</i>
	Bend trunk sideways and downward, and strike floor with bell	<i>Two</i>
	Raise trunk upward, coming to first position ...	<i>Three</i>
	Place feet together, and lower arms to 'Attention'	<i>Four</i>
	Repeat, lunging and bending to left.	

FIG. 22



DUMB-BELL EXERCISES

THIRD SERIES

READ remarks at head of First Series. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises. In several of the following exercises, position 3 being exactly the same as position 1, to save repeating the commands, the order will simply be given to change to position 1.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms sideways	<i>One</i>
	Raise right arm upward, lower left arm, and bend trunk to left	<i>Two</i>
	Change to first position	<i>Three</i>
	Lower arms	<i>Four</i>
	Repeat, but in second position reverse position of trunk and arms.	
2	Lunge to right, raise right arm obliquely forward upward and left arm backward (fig. 23)	<i>One</i>
	Place bells on hips, straighten right knee, bend left, and bend trunk backward	<i>Two</i>
	Change smartly to first position	<i>Three</i>
	Place feet together, and lower arms to 'Attention'	<i>Four</i>
	Repeat, lunging to left and reversing position of arms.	

No. of Exercise	PREPARATORY COMMAND	Executory Command
3	Step to right, and raise arms sideways ...	<i>One</i>
	Bend trunk to right and strike floor with bell, at same time raising left arm above head (fig. 24)	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms to 'At- tention'	<i>Four</i>
	Repeat, stepping and bending to left side, &c.	

FIG. 23



FIG. 24



No. of Exercise	PREPARATORY COMMAND	Executory Command
4	Lunge to right and raise arms sideways upward, knocking bells together above head ...	<i>One</i>
	Lower arms sideways, knocking bells together behind back, at same time straightening right and bending left knee (fig. 25) ...	<i>Two</i>
	Change smartly back to first position ...	<i>Three</i>
	Place feet together, and lower arms to 'Attention' ...	<i>Four</i>
	Repeat, lunging to left, &c.	
5	Raise arms sideways ...	<i>One</i>
	Bend knees and raise arms upward, knocking bells together above head ...	<i>Two</i>
	Change to first position ..	<i>Three</i>
	Lower arms to 'Attention' ...	<i>Four</i>
6	Raise arms forward upward, and place right foot forward ...	<i>One</i>
	Lunge forward right foot, and lower arms sideways (position of 'Raise arms sideways') ...	<i>Two</i>
	Change smartly to first position ...	<i>Three</i>
	Place feet together, and lower arms sideways to 'Attention' ...	<i>Four</i>
	Repeat, placing left foot forward, &c.	
7	Lunge forward right foot, and bend arms upward (fig. 20) ...	<i>One</i>
	Bend trunk forward and downward, and strike bells on floor (fig. 21) ...	<i>Two</i>
	Change smartly to first position ...	<i>Three</i>
	Keeping bells at chest, make a left-about turn by raising the toes and turning on the heels, and at same time straighten right knee and bend left... ..	<i>Four</i>
	Bend trunk forward and downward, and strike bells on floor ...	<i>Five</i>
	Raise trunk upward, and bend arms upward ...	<i>Six</i>
	Make a right-about turn, coming to first position ...	<i>Seven</i>
	Bring right foot back to left, and lower arms to 'Attention' ...	<i>Eight</i>
	Repeat, lunging forward with left foot and reversing other positions.	

FIG. 25



No. of Exercise	PREPARATORY COMMAND	Executory Command
8	Bend right arm upward	<i>One</i>
	Bend left arm upward	<i>Two</i>
	Stretch right arm forward	<i>Three</i>
	Stretch left arm forward... ..	<i>Four</i>
	Swing arms outwards and upwards, and knock bells together above head	<i>Five</i>
	Lower arms sideways, and knock bells together behind back	<i>Six</i>
	Raise arms forward, and knock bells together	<i>Seven</i>
	Lower arms to 'Attention'	<i>Eight</i>
9	Place right foot inward backward, raise right arm sideways in half circle over head, and place left hand on hip (fig. 26)	<i>One</i>
	Lunge to right, and extend right arm obliquely upward (fig. 23)... ..	<i>Two</i>
	Change smartly back to first position	<i>Three</i>
	Place feet together, and lower arms to 'At- tention'.... ..	<i>Four</i>
	Repeat, placing left foot inward backward, and reversing other positions.	
10	Raise arms sideways	<i>One</i>
	Lunge to right, and raise arms upward, knock- ing bells together above head... ..	<i>Two</i>
	Bend trunk to right (fig. 27)	<i>Three</i>
	With a spring from right foot come smartly to 'Attention' by raising trunk upward, lower- ing arms sideways, and placing feet together	<i>Four</i>
	Repeat, lunging to left, &c.	

FIG. 26



FIG. 27



SHORT WAND EXERCISES

THE wands for the following exercises should be from 32 to 36 inches long by $\frac{3}{4}$ or 1 inch in diameter, and made of wood. The shorter length is better adapted for schools than the longer poles or barbells, inasmuch as it takes up far less

FIG. 28



room, and where large classes are taken the chances of the wands colliding with each other are materially reduced.

Upon the word 'Attention' the pupils should hold the wands at the right side, lower end grasped by the right hand,

knuckles forward, upper end resting against right shoulder (see fig. 28). The wand is placed in position for commencing the exercises in two counts. A preparatory command is first given, *viz.* 'Wand in position,' followed immediately by the teacher counting *One, Two.*

Upon the first count, the pupils grasp the upper end of wand with left hand, palm facing outward.

Upon the second count, the left arm is lowered and the wand placed across front of thighs, as in fig. 29.

FIG. 29



To get back to the position of 'Attention' when the exercises have been performed, also takes two counts. First command 'Attention,' then *One, Two.*

Upon the first count, the pupils will raise the left hand in front of right shoulder.

Upon the second count, the left arm is lowered to 'Attention,' leaving wand resting against right shoulder, as in fig. 28.

SHORT WAND EXERCISES



FIRST SERIES

For positions given in the following exercises, see pp. 41-47. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms forward upward	<i>One</i>
	Lower arms to starting position	<i>Two</i>
2	Step backward right foot, and place wand behind neck	<i>One</i>
	Place feet together, and lower arms to starting position	<i>Two</i>
	Repeat, stepping backward with left foot.	
3	Step to right, and place wand behind neck ...	<i>One</i>
	Bend trunk forward	<i>Two</i>
	Raise trunk upward	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, stepping to left, but on second count bending trunk backward instead of forward.	
4	Raise arms, and right foot forward	<i>One</i>
	Place wand behind neck (fig. 30)	<i>Two</i>
	Lower arms to first position	<i>Three</i>
	Lower arms and foot to starting position ...	<i>Four</i>
	Repeat, raising left foot forward, &c.	
5	Stretch arms upward and downward, counting sixteen (see Arm position 15, p. 44) ...	<i>Begin</i>

No. of Exercise	PREPARATORY COMMAND	Executory Command
6	Raise arms forward upward	<i>One</i>
	Bend trunk to right	<i>Two</i>
	Raise trunk upward	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
	Repeat, but on second count bending trunk to left.	
7	Bend knees, and bend arms upward	<i>One</i>
	Straighten knees, and lower arms to starting position	<i>Two</i>

FIG. 30



SHORT WAND EXERCISES



SECOND SERIES

READ remarks at head of first series. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Stretch arms upward and downward and forward and downward, counting sixteen (see Arm positions 15 and 17, p. 44)	<i>Begin</i>
2	Raise arms forward, and place right foot forward Lunge forward right foot, and raise arms upward Change to first position Place feet together, and lower arms to starting position Repeat, placing left foot forward, &c.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
3	Place wand behind neck Turn trunk to right Turn trunk to front Lower arms to starting position Repeat, turning trunk to left.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
4	Raise arms forward upward Bend trunk forward and downward Raise trunk upward Lower arms to starting position	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>

No. of Exercise	PREPARATORY COMMAND	Executory Command
5	Lunge forward right foot, and raise arms forward upward	<i>One</i>
	Place wand behind neck, straighten right knee, and bend left	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, lunging forward with left foot, &c.	
6	Raise arms sideways right (fig. 31)	<i>One</i>
	Without moving left hand, raise right arm upward, and bend trunk to left	<i>Two</i>
	Change to first position	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
	Repeat, raising arms sideways, left, &c.	

FIG. 31



No. of Exercise	PREPARATORY COMMAND	Executory Command
7	Raise arms forward, and bend knees	<i>One</i>
	Raise arms upward, and straighten knees	<i>Two</i>
	Change to first position	<i>Three</i>
	Straighten knees, and lower arms to starting position	<i>Four</i>
8	Lunge to right, and place wand in slanting position behind back, as in fig. 32	<i>One</i>
	Place feet together, and bring arms to starting position	<i>Two</i>
	Repeat, lunging to left, &c.	

FIG. 32



SHORT WAND EXERCISES

THIRD SERIES

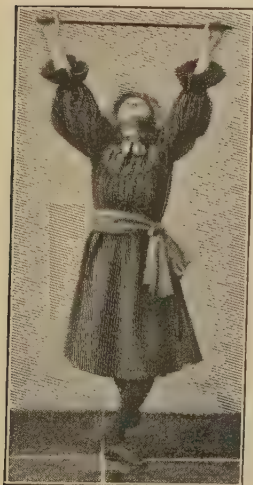
SEE remarks at head of first series. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms forward upward, and place right foot forward	<i>One</i>
	Bend trunk to right	<i>Two</i>
	Raise trunk upward	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, but placing left foot forward and bending trunk to left.	
2	Place right foot inward backward, and raise arms forward upward	<i>One</i>
	Lunge to right, and lower wand to slanting position behind back, as in fig. 32	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, placing left foot inward backward, and lunging to left.	
3	Raise right arm sideways upward (this brings left arm in position, as shown in fig. 33) ...	<i>One</i>
	Place right foot backward, bend left knee, and raise wand above head (fig. 34)	<i>Two</i>
	Change to first position	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
	Repeat, raising left arm sideways upward, and placing left foot backward, &c.	

FIG 33



FIG. 34



No. of Exercise	PREPARATORY COMMAND	Executory Command
4	Lunge to right, and raise arms sideways right Without moving left hand, raise right arm upward, bend trunk to left, and straighten right and bend left knee (fig. 35) Change to first position Place feet together, and lower arms to starting position Repeat, lunging to left, &c.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
5	Lunge to right, and place wand in slanting position behind back, as in fig. 32 Make a left turn, and at same time raise wand above head and sink and kneel on right knee, as in fig. 36 Change to first position Place feet together, and lower arms to starting position Repeat, lunging to left, &c.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
6	Lunge to right, and raise right arm sideways upward Turn to left, and at same time place wand in slanting position behind back (left hand behind neck), and straighten right knee and bend left (exactly reverse to fig. 32) Change to first position Place feet together, and lower arms to starting position Repeat, lunging to left, &c.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
7	Lunge forward with right foot, and raise arms forward upward Bend trunk forward and downward Raise trunk upward Place feet together, and lower arms to starting position Repeat, lunging forward with left foot.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>

FIG. 35



FIG. 36



No. of Exercise	PREPARATORY COMMAND	Executory Command
8	Lunge to right, and raise right arm sideways upward	<i>One</i>
	Circle downwards with right arm, bringing left arm in front, and at same time sinking and kneeling on left knee (fig. 37)	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, lunging to left, &c.	

FIG. 37



BALL EXERCISES



BALL exercises give excellent training for hand and eye, and, when performed simultaneously by a large number of pupils, form a very pretty and effective drill. The simplest movements must be thoroughly learnt by the pupils before going on to the more complicated ones, and for the purposes of a display it certainly would be more advantageous for a large number of pupils to perform a series of very simple exercises with grace and precision, than for a few pupils to attempt advanced exercises which they can only perform indifferently. The best kind of ball to use is a red tennis ball, as it is firm, bounces well, and its colour adds an additional charm to the drill.

The following exercises are performed first of all with the right hand for any given number of counts, or bars of music, and then with the left, the free hand in each case resting on hip, excepting of course in those exercises where both hands are required.

FIRST SERIES

EXERCISE I.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward.
2. Catch again with both hands (palms upward).

Musical time. Waltz.

EXERCISE II.

Repeat Exercise I., but clap hands quickly before catching ball.

Musical time. Waltz.

EXERCISE III.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward.
2. Catch again with hand in same position.

Musical time. Waltz.

EXERCISE IV.

1. Raise right arm forward, palm of hand facing downward, and throw ball upward.
2. Catch again with hand in same position.

Musical time. Waltz.

EXERCISE V.

1. Combine Exercises III. and IV. in four counts.

Musical time. Waltz.

EXERCISE VI.

1. Raise right arm forward, palm of hand facing downward, and bounce the ball.

2. Catch again with palm facing upward.

Repeat exercise, but catching with palm facing downward.

Musical time. Schottische.

EXERCISE VII.

1. Raise right arm forward, palm of hand facing downward, and bounce the ball.

2. Continue bouncing the ball as it ascends, by patting it downward with the open palm.

Musical time. Schottische.

EXERCISE VIII.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward, and at same time place right foot forward.

2. Catch ball again with hand in same position, and place feet together.

3. Throw ball up again, but place left foot forward

4. Catch ball again, and place feet together.

Musical time. Waltz.

EXERCISE IX.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward.

2. Catch again with hand in same position.

3. Turn palm facing downward, and bounce the ball.

4. Catch again with palm facing upward.

Musical time. Waltz.

EXERCISE X.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward.

2. Catch again with left hand.

3-4. Repeat, throwing up with left hand, and catching with right.

Musical time. Waltz.

BALL EXERCISES

SECOND SERIES

EXERCISE I.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward, at same time lunging forward with right foot.

2. Catch ball again with both hands (palms upward).

3. Throw ball up again.

4. Catch ball again with right hand, and at same time place feet together.

Musical time. Waltz.

EXERCISE II.

Repeat last exercise, but raising arm sideways and lunging sideways instead of forward.

Musical time. Waltz.

EXERCISE III.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward, at same time lunging forward with right foot.

2. Catch ball again with hand in same position.

3. Throw ball up again.

4. Catch ball again, and at same time place feet together.

Musical time. Waltz.

EXERCISE IV.

Repeat last exercise, but raise arm sideways and lunge sideways instead of forward.

Musical time. Waltz.

EXERCISES V. AND VI.

Repeat last two exercises, but throw ball upward with palm facing downward, and catch in same position.

Musical time. Waltz.

EXERCISE VII.

1. Raise right arm forward, palm of hand facing downward, and bounce the ball, at same time lunging forward with right foot.

2. Catch ball again with palm facing upward.

3. Turn palm facing downward, and again bounce the ball.

4. Catch ball as before, and at same time place feet together.

Musical time. Waltz.

EXERCISE VIII.

Repeat exercise, but raising arm sideways and lunging sideways instead of forward.

Musical time. Waltz.

EXERCISE IX.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward, and at same time lunge forward with right foot.

2. Allow the ball to bounce.

3. Catch ball, with palm facing upward.

4. Place feet together, and lower arm to side.

Musical time. Waltz.

EXERCISE X.

Repeat exercise, but raising arm sideways and lunging sideways instead of forward.

Musical time. Waltz.

BALL EXERCISES



THIRD SERIES



EXERCISE I.

1. Raise right arm sideways, palm of hand facing upward, and throw ball upward in half-circle overhead.
2. Catch again with left hand.
- 3-4. Repeat, throwing back to right hand.

Musical time. Waltz.

EXERCISE II.

1. Raise right arm forward, palm of hand facing upward, and throw ball upward, at same time lunging forward with right foot.
2. Catch ball again, and at the same time sink and kneel on left knee.
3. Throw ball up again, and rise from left knee.
4. Catch ball again, and place feet together.

Musical time. Waltz.

EXERCISE III.

Repeat exercise, but raising arm sideways and lunging sideways instead of forward.

Musical time. Waltz.

EXERCISE IV.

1. Raise right arm sideways, palm of hand facing upward, and at same time lunge to right.

2. Throw ball upward in half-circle overhead, and catch with left hand, at same time bending left and straightening right knee.

3. Throw ball overhead again, and catch with right hand, at same time bending right and straightening left knee, thus coming to position 1.

4. Place feet together, and lower right arm to side.

Musical time. Schottische.

EXERCISE V.

1. Raise right arm forward upward, palm of hand facing forward, and at same time lunge forward with right foot.

2. Bend trunk backward, at same time bending left knee and straightening right.

3. Raise trunk upward, at same time bending right and straightening left knee, and bounce ball in front of right foot.

4. Catch ball, and place feet together.

Musical time. March.

EXERCISE VI.

Repeat last exercise, but turning trunk to right and lunging sideways.

Musical time. March.

EXERCISE VII.

1. Lunge to left side, placing left hand on hip, raising right arm sideways upward, and bending trunk to left.

2. Raise trunk upward, at same time bending right and straightening left knee, and bouncing ball at right side.

3. Catch ball again with palm upward, at same time bending trunk to left and raising arm to position 1 and bending left and straightening right knee.

4. Bring left foot back to right, and lower arms to side.

Musical time. Schottische.

EXERCISE VIII.

1. Lunge forward right foot, and raise right arm forward upward (left hand on hip).

2. Make a left-about turn (by raising the toes and turning on the heels), at same time bending left and straightening right knee and bouncing the ball in front of left foot.

3. Catch ball again, and immediately make a right-about turn, thus coming back to first position.

4. Place feet together, and lower arms to sides.

Musical time. Schottische.

EXERCISE IX.

1. Place right arm across middle of back, and throw ball upward.

2. Catch ball again with right hand in front of chest. This exercise is very difficult and requires much practice to place the ball nicely.

Musical time. Waltz.

EXERCISE X.

For this exercise the pupils will first be marched in the form of a circle, standing one behind the other (see Circle Marching, p. 112), and kneel on left knee.

1. Throw ball up with right hand, palm facing upward.

2. Catch again with hand in same position.

3. Throw the ball gently overhead to pupil behind.

4. Catch ball from pupil in front. The exercise will need a lot of practice to enable the pupils to gauge the throw for the fourth position nicely. Strict attention must be paid to time.

Musical time. Waltz.

BARBELL EXERCISES

FIRST SERIES

BARBELLS are made in various sizes and with large or small knobs, according to the taste and requirements of the teacher. A convenient size for girls' classes is 48 inches long with knobs from two to three inches in diameter. The barbell is carried in the right hand as in fig. 38, fingers in front, thumb behind. It is brought to the 'starting position' for the exercises in the same way as the wand (see p. 75), with the exception that when in that position the hands do not grasp the ends of barbell, but divide it into three equal parts as shown in fig. 39. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Place bar behind neck	<i>One</i>
	Lower arms to starting position	<i>Two</i>
2	Raise arms forward, and place right foot forward	<i>One</i>
	Place feet together, and lower arms	<i>Two</i>
	Repeat, placing left foot forward.	
3	Bend arms upward	<i>One</i>
	Lower arms	<i>Two</i>

FIG. 38



FIG. 39



No. of Exercise	PREPARATORY COMMAND	Executory Command
4	Raise arms forward upward	<i>One</i>
	Turn trunk to right	<i>Two</i>
	Turn trunk to front	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
	Repeat, turning trunk to left.	
5	Bend arms upward, and raise right foot forward	<i>One</i>
	Lower arms and foot to starting position ...	<i>Two</i>
	Repeat, raising left foot forward.	
6	Raise arms forward, and bend knees	<i>One</i>
	Straighten knees, and lower arms	<i>Two</i>
7	Place bar behind neck	<i>One</i>
	Bend trunk to right	<i>Two</i>
	Raise trunk upward	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
	Repeat, bending trunk to left	

BARBELL EXERCISES

SECOND SERIES

SEE remarks at head of first table. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms forward	<i>One</i>
	Raise arms upward	<i>Two</i>
	Lower arms to first position	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
2	Lunge forward with right foot, and bend arms upward	<i>One</i>
	Bend trunk forward and downward, and strike floor with barbell	<i>Two</i>
	Raise trunk upward, and bend arms upward again	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, lunging forward with left foot.	

No. of Exercise	PREPARATORY COMMAND	Executory Command
3	Raise arms forward upward	<i>One</i>
	Slide hands outward toward knobs, and at same time lower barbell behind back ...	<i>Two</i>
	Raise barbell above head, sliding hands inward to first position	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
4	Lunge forward with right foot, and raise arms forward upward	<i>One</i>
	Place barbell behind neck	<i>Two</i>
	Thrust barbell upward to first position ...	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
Repeat, lunging forward with left foot, &c.		

FIG. 40



No. of Exercise	PREPARATORY COMMAND	Executory Command
5	Bend arms upward	<i>One</i>
	Stretch right arm sideways (fig. 41)	<i>Two</i>
	Bend arms upward to first position	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
	Repeat, stretching left arm sideways.	
6	Raise arms forward upward	<i>One</i>
	Lunge to right, and at same time slide hands outward and lower barbell behind back (fig. 42)	<i>Two</i>
	Change to first position	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
	Repeat, lunging to left, &c.	

FIG. 41

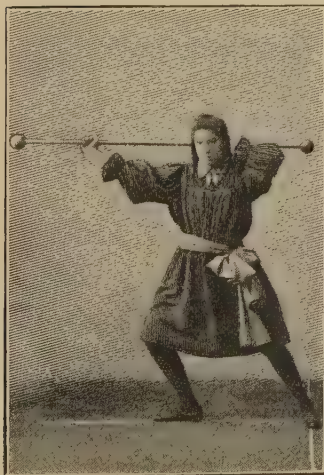


No. of Exercise	PREPARATORY COMMAND	Executory Command
7	Raise arms forward upward	<i>One</i>
	Bend trunk to right	<i>Two</i>
	Raise trunk upward	<i>Three</i>
	Lower arms to starting position	<i>Four</i>
	Repeat, bending trunk to left.	
8	Raise arms forward upward	<i>One</i>
	Lunge to right, lower right arm sideways, and place left hand behind neck (fig. 43) ...	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, stepping to left, &c.	

FIG. 42



FIG. 43



BARBELL EXERCISES

THIRD SERIES

SEE remarks at head of first series. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Step to right and raise arms forward upward	<i>One</i>
	Turn trunk to right, bend right knee and slide hands outward, at same time lowering barbell behind back	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, stepping to left, &c.	
2	Bend knees, and bend arms upward	<i>One</i>
	Stretch arms upward	<i>Two</i>
	Bend arms upward	<i>Three</i>
	Straighten knees and lower arms	<i>Four</i>
3	Lunge forward right foot, and raise arms forward upward	<i>One</i>
	Slide hands outward, lowering barbell behind back, and sinking and kneeling on left knee (fig. 44)	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, bringing forward with left foot, &c.	

FIG. 44



No. of Exercise	PREPARATORY COMMAND	Executory Command
4	Stretch arms upward and downward, and forward and downward, counting sixteen (see Arm positions 15 and 17, p. 44)	<i>Begin</i>
5	Lunge to right and raise arms forward upward, at same time sliding hands outward to end of barbell	<i>One</i>
	Bend trunk to right, touching floor with end of barbell (fig. 45)	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, slide hands inward, and lower arms to starting position	<i>Four</i>
	Repeat, lunging to left, &c.	

FIG. 45



No. of Exercise	PREPARATORY COMMAND	Executory Command
6	Lunge forward right foot, and raise arms forward upward Bend trunk forward and downward, and strike floor with barbell Raise trunk upward to first position Make a left-about turn, by raising the toes and turning on the heels, and at same time straightening the right and bending the left knee Bend trunk forward and downward, as in second position Raise trunk upward Make a right-about turn by turning as above, straightening the left knee, and bending the right Place feet together, and lower arms to starting position Repeat, lunging forward with left foot and reversing other positions.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i> <i>Five</i> <i>Six</i> <i>Seven</i> <i>Eight</i>
7	Raise arms forward upward, and raise heels ... Slide hands outward, at same time lowering barbell behind back and bending knees ... Change to first position Lower arms and heels to starting position ...	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
8	Lunge to right, turn trunk to right, and bend arms upward Bend trunk forward and downward, and strike floor with barbell Raise trunk upward, and bend arms upward ... Stretch arms upward, and sink and kneel on left knee Change to first position Bend trunk forward and downward, and strike floor with barbell Raise trunk upward, and bend arms upward ... Place feet together, and lower arms to starting position Repeat, lunging to left, &c.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i> <i>Five</i> <i>Six</i> <i>Seven</i> <i>Eight</i>

FIGURE-MARCHING

FIGURE-marching is a most cultivating and fascinating exercise, and if performed carefully develops an erect and graceful ease of carriage which is more particularly noticeable in walking, and there are many girls at the present day who do not know how to walk gracefully. They come down with the heel first and the toes pointing upward, instead of pointing the toes outward and downward and allowing the whole of the foot to touch the ground simultaneously. When the heel strikes the ground first the walking is heavy and cumbersome, and the step loses its elasticity.

Miss Bishop, in her valuable little book on Delsarte culture, says:—‘Many parents who willingly go to great expense so that their girls may learn how to dance would ridicule the idea of their learning to walk with economy of force and grace of bearing. Yet dancing is only an incidental, an occasional physical pleasure, while walking is a daily physical necessity; few dance, everybody walks. Nor does dancing produce a dignified carriage or a natural walk; many dance gracefully who walk awkwardly. The art of walking should be taught to girls as carefully as the art of reading, for one is the basis of physical as the other is of mental education. An easy standing poise, strong waist and leg muscles, and the habit of natural breathing are a good preparation for

gaining a buoyant graceful walk that shall produce exhilaration of mind and body.'

During marching the pupils should be taught to hold themselves well erect, to keep the chest expanded and hips drawn back. The arms should swing slightly in even rhythm with the legs, the limbs of opposite sides moving simultaneously. Particular attention should also be paid by the teacher to the following points: (1) to see that the pupils keep in step; (2) that they keep an equal distance apart; (3) that they keep their lines straight and (4) in angle marching that they do not round the corners but keep them square. It is

FIG. 46

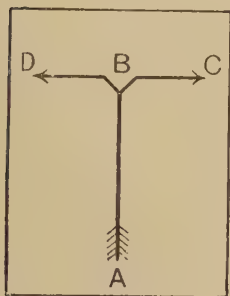
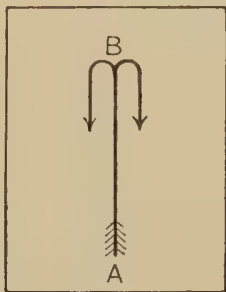


FIG. 47



also absolutely necessary for the proper performance of the more complicated figures, and to save lengthy explanations, that the terms following should be thoroughly understood both by teacher and pupils, as much time and trouble may be saved the teacher if this point is borne in mind.

Angle-marching (see fig. 46).—To march from A to B and thence to C would be to angle-march right, from B to D to angle-march left, the respective commands for which would be Right or Left—*Turn*.

Countermarching.—To march from A to B and then to turn to right or left as shown in fig. 47, would be to counter-march right or left.

Oblique marching forward.—To march from A to B, fig. 48, thence to C, would be to march obliquely forward right, from B to D obliquely forward left.

Oblique marching backward.—To march from A to B, fig. 49, thence to C, would be to march obliquely backward right, from B to D obliquely backward left.

Wheeling.—In wheeling a rank is made to revolve any portion of a circle around any one of its members. The member around whom the wheel moves is called the pivot. The rank may make a $\frac{1}{4}$ (quarter) wheel, $\frac{2}{4}$ (two-quarters) wheel, $\frac{3}{4}$ (three-quarters) wheel, or $\frac{4}{4}$ (four-quarters) wheel (which would be a complete circle). The command is given

FIG. 48

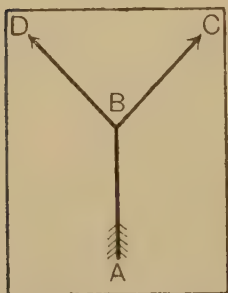
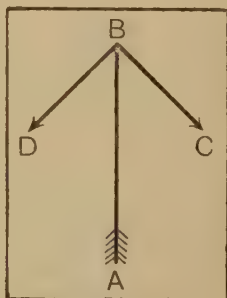


FIG. 49



as for turning, *i.e.* Right (or Left) *Wheel* being the command for a $\frac{1}{4}$ right wheel, while for a $\frac{2}{4}$, $\frac{3}{4}$, or $\frac{4}{4}$ wheel the command would be Two, Three, or Four quarters Right (or Left) *Wheel*. In wheeling each $\frac{1}{4}$ wheel (*i.e.* each quarter of a circle) is performed in exactly the same number of paces as there are pupils in the rank. Thus a rank of four pupils would execute a $\frac{1}{4}$ wheel to the right in 4 paces as shown in fig. 50. The same number of pupils would make a $\frac{2}{4}$ wheel to the right in 8 paces, as shown in fig. 51. The same number of pupils would make a $\frac{3}{4}$ wheel to the right in 12 paces, as shown in fig. 52. The same number of pupils would make a $\frac{4}{4}$ or whole wheel to the right in 16 paces, as shown in fig. 53, which

would bring them back to exactly the same position as at starting, thus making a complete circle.

In wheeling, all pupils with the exception of the pivot (the pupil around whom the wheel moves) march in a circle from place, the pupil furthest from the pivot taking full steps, the

FIG. 50

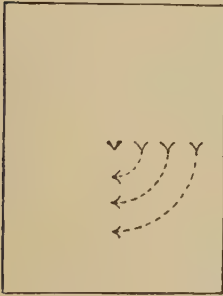


FIG. 51



FIG. 52

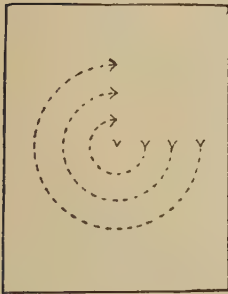
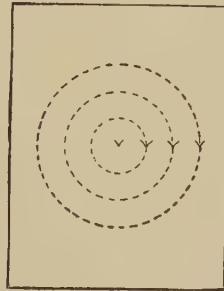


FIG. 53



rest smaller steps the nearer they are to the pivot, who practically marches in place, turning gradually with the rest. In order to keep the rank quite straight whilst wheeling all pupils should look to the outer end of the rank furthest from the pivot (which end is called the wheeling point), and so regulate the length of the pace as to preserve a straight line.

Intersecting, or cross-marching.—In intersecting two files or ranks cross each other's line of march as shown in fig. 54. In crossing through no pupil should go out of the direct line in order to pass through before her proper time, but sufficient distance must be left between pupils to allow of those coming in opposite directions passing freely and without having to quicken their steps whilst crossing through.

Circle-marching.—Supposing the pupils are marching in one file, upon the command *Circle*, *Right* (or *Left*), the first pupil will turn to the right and commence to make a circle as shown in fig. 55, the figure being complete when the first pupil arrives immediately behind the last pupil in the line.

FIG. 54



FIG. 55



Maze.—To form a maze the pupils first make a circle, but on the first pupil overtaking the last pupil in the line, she will gradually make the circle smaller by marching, as shown in fig. 70, until she reaches the centre, when the command *Countermarch—Right* (or *Left*) is given, and the line then unwinds itself until the circle formation is again reached.

To form a Cross.—A circle is first formed consisting of four equal sections, each section having a leader. Upon the command '*Centre*' being given, each leader will march to the centre, thus forming a cross, as shown in fig. 56.

To form a Star.—Proceed as for forming a cross, but six

or eight sections will be required instead of four. Fig. 77 shows a star consisting of six sections.

The following examples of figure-marching are now given, and the terms having been explained above, the illustrations are clear enough to render very little explanation necessary. Each example should be taken separately at first, and thoroughly learnt by the pupils before passing on to the next.

FIG. 56

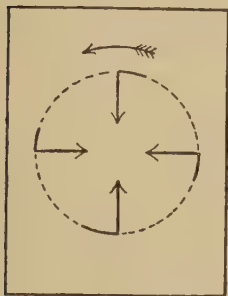
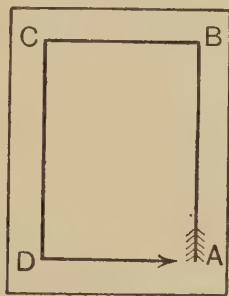


FIG. 57



After this has been done the teacher will have little or no difficulty in making combinations of many of the examples given.

EXERCISE I.

Fig. 57 is an exercise on angle-marching, the pupils marching from A to B, C, D and A respectively in single file, thus forming a square. Care must be taken not to round the corners.

EXERCISE II.

Fig. 58 is another exercise on angle-marching, the pupils marching in single file from A to B, and then separating one right and one left, thus forming two files marching to C and D

respectively. Each file will continue marching as shown in the diagram until arriving at A, when they advance towards B in double file. The exercise may be continued by the pupils separating two right and two left on arrival at B and marching as before to A again, when they will advance toward B in four files. Arrived at B the pupils will separate again, four going to the right and four to the left, marching as before to A, when the two sections will meet and advance toward B in ranks of eight. To get back to original position upon the ranks of eight arriving at B, they will separate four right and four left, and march to A, where each four will lap in behind each other,

FIG. 58

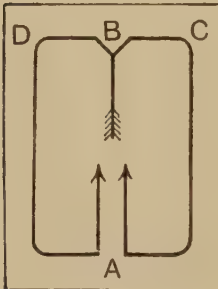
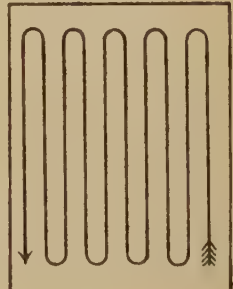


FIG. 59



marching to B in fours. Arriving at B the pupils separate two right and two left, marching to A, where they will lap in behind each other, thus forming two files, and advance to B, where they will separate one right and one left, marching to A, where they will lap in one behind the other forming one file, and march to B, thus coming back to original position.

EXERCISE III. AND IV.

Figs. 59 and 60 show simple exercises on countermarching up and down and across a room.

EXERCISE V.

Fig. 61 is an exercise on angle-marching and counter-marching. The pupils march in single file from A to B, then separate by angle-marching right and left to C and D

FIG. 60

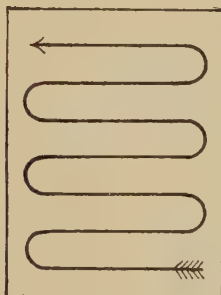
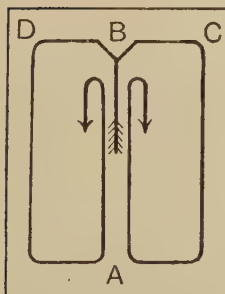


FIG. 61



respectively. Each file will continue marching to A, and then march toward B in two files, countermarching right and left just before arriving at B, as shown in figure. This exercise would fit in well at end of Exercise II.

EXERCISE VI.

Fig. 62 shows another exercise on countermarching and angle-marching. This exercise could be taken after completion of the last example, the pupils marching to A, and then countermarching inward and marching to B, where they separate two right and two left as shown in figure.

EXERCISE VII.

Fig. 63 shows an exercise on oblique and angle-marching, the pupils marching in one file from A to B, and then every

FIG. 62

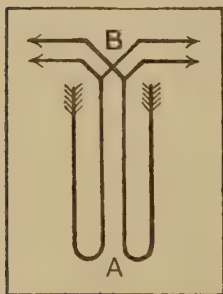
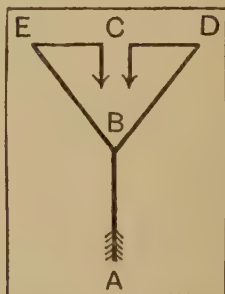


FIG. 63



other pupil marching obliquely forward right and left to D and E respectively, then angle-marching to C, and thence to A in two files.

EXERCISE VIII.

Fig. 64 shows an exercise on oblique marching backward, the pupils marching in one file from A to B, and then every other pupil marching obliquely backward right and left to C

and D respectively, then all marching again to A, where they meet and advance in twos, as shown in figure, and march to B.

The exercise may now be continued by separating in twos at B and marching *via* C and D to A as before, then meeting and advancing in fours to B, where they separate in fours, and continue marching to A, where the fours lap in behind each other, marching in fours to B, separating there in twos, and marching again to A, where they lap in behind each other and advance in twos to B, separating there into

FIG. 64

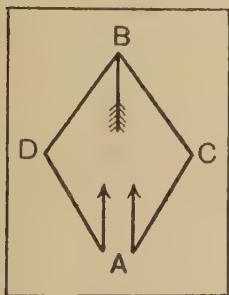
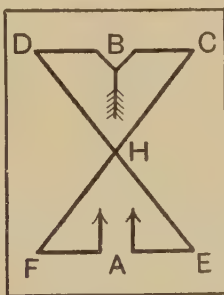


FIG. 65



single files marching to A, when each pupil will lap in one behind the other and march to B in single file, thus coming back to original formation.

EXERCISE IX.

Fig. 65 shows an exercise on angle, oblique, and cross-marching or intersecting, the pupils marching in one file from A to B, and then forming two files by angle-marching right and left, to C and D respectively, as shown in the diagram, then marching obliquely backward to E and F respectively (the pupils intersecting at H), thence to A. The pupils will now meet and advance to B in two files, separating two right and two left, and continue marching as explained for single

file, and then advancing in fours and marching as shown in figs. 66 and 67 respectively.

EXERCISE X.

Fig. 68 shows a simple exercise on circle-marching in the form of figure eight. The pupils may intersect and thus keep up the formation, the leader keeping behind the last pupil in the file.

FIG. 66



FIG. 67

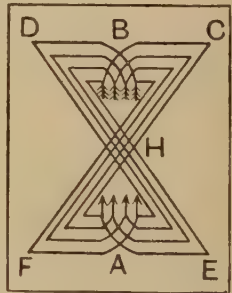


FIG. 68

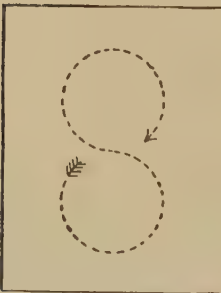


FIG. 69



EXERCISE XI.

Fig. 69 shows an exercise on counter-marching in the form of a horseshoe.

EXERCISE XII.

Fig. 70 shows an exercise on the Maze, which has already been explained. (See p. 114.)

EXERCISE XIII.

Fig. 71 shows an exercise on forming a Double Maze.

FIG. 70



FIG. 72

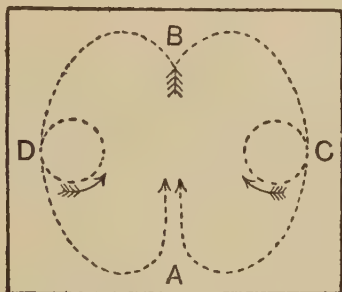
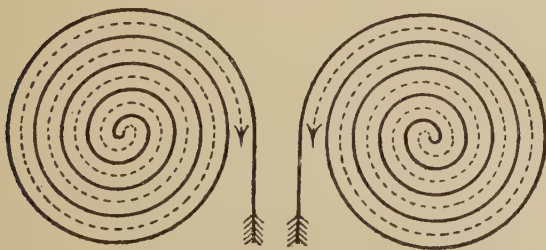


FIG. 71



EXERCISE XIV.

Fig. 72 shows an exercise on circling within a circle, the pupils marching from A to B, and then branching off right and left in a circular direction, and on arriving at c and d .

respectively making two small circles following the direction indicated by the arrows, then intersecting and marching to A, where the pupils will meet and advance in two files to B, from whence they may again proceed to form the figure shown.

EXERCISE XV.

Fig. 73 is an exercise on countermarching and circling, and explains itself.

EXERCISE XVI.

Fig. 74 shows an exercise on forming a cross from a circle. The pupils must first of all be divided into four sections, a leader being appointed for, and an equal number of pupils

FIG. 73

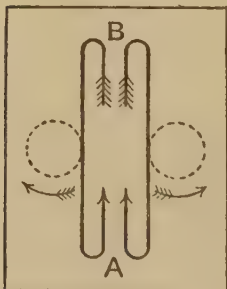
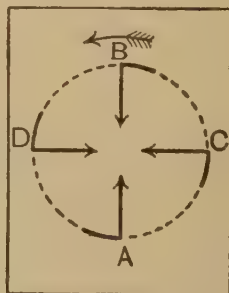


FIG. 74



being in, each section. The pupils will first of all form a circle, and on the command *Centre* being given (which should be given just a little in advance of the leaders arriving at A, B, C and D respectively) each leader will march to the centre as shown in the figure. The circle and original direction of march can be regained by the leaders countermarching left, and on arriving at A, B, C, and D respectively turning to left, and marching in circle-formation again. A good oppor-

tunity is given in this exercise for practising wheeling as follows. When in form of cross, command Right (or Left)—*Turn*, when each file will make the necessary turn (marking time all the while), thus transforming the files into ranks. Now command $\frac{1}{4}$ Left—*Wheel*, whereupon the pupils will march in circle until each rank is in its original position. The wheeling may be continued *ad lib.* until the command Mark—*Time* is given, and then to transform the ranks again into files as at starting, command Left (or Right)—*Turn*.

EXERCISES XVII. AND XVIII.

Figs. 75 and 76 require four sections as for last example. It would be advisable therefore to continue right on after

FIG. 75

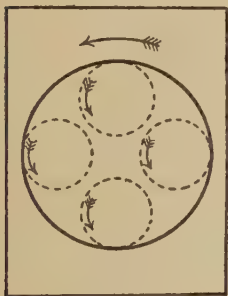
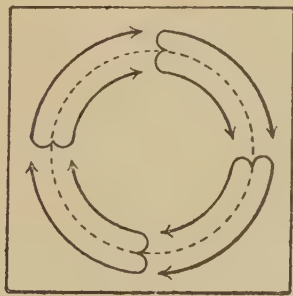


FIG. 76



forming fig. 74 and form fig. 75, the pupils forming the small circles upon the command *Circle*. After circling once the original large circle should be reformed, and then proceed to form fig. 76, the pupils countermarching *outward*, one right and one left, upon the command *Countermarch*, each section thus being transformed into two files instead of one, as shown in the figure. To regain the single circle again, command *Countermarch*, when the leaders will counter-

march *inward*, the pupils following and lapping in one behind the other, thus forming single files and the original circle.

EXERCISE XIX.

Fig. 77 is an exercise on forming a star. Six equal sections will now be required. The pupils first form a circle, the leaders then marching to position shown in the figure on the command *Centre*. To regain circle and original direction of march, the leaders will countermarch left as

FIG. 77

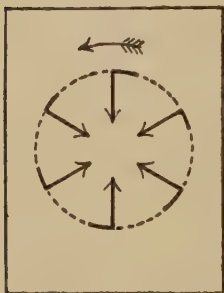
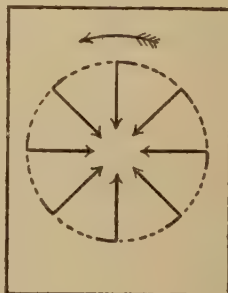


FIG. 78



explained at latter part of Exercise XVI. Whilst in star formation wheeling can be performed as explained at end of Exercise XVI.

EXERCISE XX.

Fig. 78 shows another exercise on forming a star for a larger number of pupils. Eight equal sections are now required with the necessary leaders. Proceed as explained in Exercise XIX. Whilst in star formation wheeling can be performed as explained at end of Exercise XVI.

EXERCISES XXI. AND XXII.

Figs. 79 and 80 show effective methods of forming a large number of pupils in position ready for mass exercises. The figures are so clear as to require no explanation.

FIG. 79

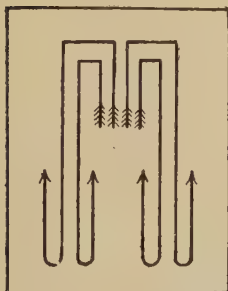


FIG. 80

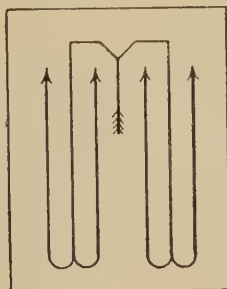


FIG. 81

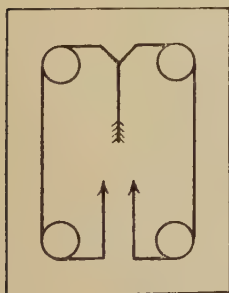
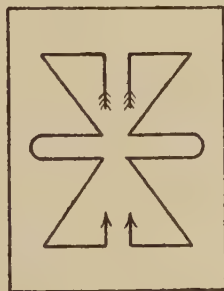


FIG. 82



EXERCISES XXIII., XXIV., XXV., AND XXVI.

Figs. 81, 82, 83, and 84 form together rather an advanced exercise. Fig. 81 is an exercise on angle- and circle-marching. Figs. 82 and 83 on angle, oblique, and countermarching, and

fig. 84 on angle and oblique marching. After the explanations given elsewhere, the teacher will have little or no difficulty in understanding the diagrams.

FIG. 83

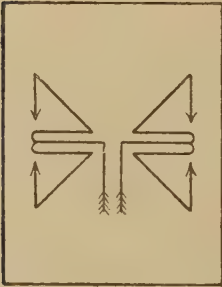
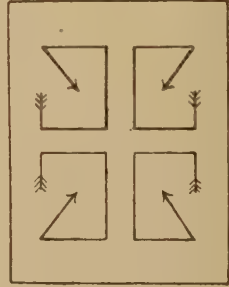


FIG. 84



With all the above examples the teacher will be able to combine some pretty and effective marching for displays, entertainments, &c. For the more complicated figures thirty-two pupils will be found a good number to work with, but for the simpler figures any number may be included. The marching is best taken just before a mass exercise or prior to the running if running finishes the lesson. In marching, tunes should be selected which are well marked, and occasionally popular songs might be played and the pupils allowed to sing.

DOUBLE BARBELL EXERCISES

FOR the proper working of the following exercises each pair of pupils should be equal in size as far as possible. They will march into their places with barbell in position, as shown in fig. 38, and the commencing position for the exercises as

FIG. 85



shown in fig. 85 is obtained in four counts as follows :—(The front pupil of each pair is called Number One and the rear pupil Number Two.) A preparatory command is first given, viz. 'Bar in position,' followed immediately by the teacher counting, *One, Two, Three, Four.*

Upon the first count Number Twos will transfer the barbell to exactly the same position in the left hand.

Upon the second count Number Ones will push the barbell to the rear, and Number Twos will allow the upper end of barbell to fall forward to the floor until both Ones and Twos are in position as shown in fig. 86.

FIG. 86



Upon the third count both Ones and Twos will bend knees, Ones grasping end of Twos' barbell with left hand, and Twos grasping end of Ones' barbell with right hand.

Upon the fourth count all straighten knees, and come to starting position, fig. 85.

DOUBLE BARBELL EXERCISES

FIRST SERIES

FOR particulars as to size, &c., of barbell, see remarks at head of first series of (single) barbell exercises. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Raise arms sideways upward (knocking knobs together) Lower arms to starting position	<i>One</i> <i>Two</i>
2	Raise arms sideways, and place right foot sideways Place feet together, and lower arms Repeat, placing left foot sideways.	<i>One</i> <i>Two</i>
3	Place hands on hips Bend trunk forward Raise trunk upward Lower arms to starting position Repeat, but on second count bend trunk backward.	<i>One</i> <i>Two</i> <i>Three</i> <i>Four</i>
4	Lunge forward right foot, and place hands on hips Place feet together, and lower arms Repeat, lunging forward with left foot.	<i>One</i> <i>Two</i>

No. of Exercise	PREPARATORY COMMAND	Executory Command
5	Place hands on shoulders	<i>One</i>
	Lower arms	<i>Two</i>
6	Raise heels, and place hands on hips	<i>One</i>
	Place feet together, and lower arms	<i>Two</i>
7	Raise right arm sideways upward, and bend trunk to left	<i>One</i> <i>Two</i>
	Raise trunk upward, and lower arms	
	Repeat, raising left arm and bending trunk to right.	
8	Raise arms sideways, and bend knees	<i>One</i>
	Stretch knees, and lower arms	<i>Two</i>

DOUBLE BARBELL EXERCISES

SECOND SERIES

SEE remarks at head of first series. Form pupils up, and repeat exercises as suggested at head of first series of Free Exercises.

No. of Exercise	PREPARATORY COMMAND						Executory Command
1	Place hands on shoulders	...	...	...	...	...	<i>One</i>
	Straighten arms sideways	...	...	...	...	...	<i>Two</i>
	Place hands on shoulders	...	...	...	...	...	<i>Three</i>
	Lower arms	...	...	...	...	...	<i>Four</i>
2	Lunge to right, and raise arms sideways upward (knocking knobs together)	...	...	...	...	...	<i>One</i>
	Place feet together, and lower arms	...	...	...	...	...	<i>Two</i>
	Repeat, lunging to left, &c.						
3	Place hands on hips, and raise right knee upward	...	...	...	...	...	<i>One</i>
	Stretch right leg forward	...	...	...	...	...	<i>Two</i>
	Bend right knee upward	...	...	...	...	...	<i>Three</i>
	Lower arms and leg	...	...	...	...	...	<i>Four</i>
	Repeat, raising left knee upward.						

No. of Exercise	PREPARATORY COMMAND				Executory Command
4	Lunge forward right foot	...	...	...	<i>One</i>
	Bend trunk forward, and raise arms backward (fig. 87)	...	...	...	<i>Two</i>
	Raise trunk upward, and lower arms	...	...	...	<i>Three</i>
	Place feet together	...	...	...	<i>Four</i>
	Repeat, lunging forward with left foot.				
5	Place hands on shoulders	...	...	...	<i>One</i>
	Straighten arms upward	...	...	...	<i>Two</i>
	Place hands on shoulders	...	...	...	<i>Three</i>
	Lower arms	...	...	...	<i>Four</i>
	Place hands on shoulders	...	...	...	<i>Five</i>
	Straighten arms sideways	...	...	...	<i>Six</i>
	Place hands on shoulders	...	...	...	<i>Seven</i>
	Lower arms	...	...	...	<i>Eight</i>

FIG. 87



No. of Exercise	PREPARATORY COMMAND	Executory Command
6	Bend trunk to left, and at same time place right hand on shoulder and left hand on hip ...	<i>One</i>
	Straighten right arm upward	<i>Two</i>
	Place right hand on shoulder	<i>Three</i>
	Raise trunk upward, and lower arms to starting position	<i>Four</i>
	Repeat, bending trunk to right and reversing position of arms.	
7	Raise arms sideways	<i>One</i>
	Raise arms upward (knocking knobs together), and bend knees	<i>Two</i>
	Lower arms to first position, and straighten knees	<i>Three</i>
	Lower arms	<i>Four</i>
8	Raise right arm sideways, and place right foot sideways	<i>One</i>
	Raise right arm upward, and lunge to right ...	<i>Two</i>
	Lower right arm, and bring foot back to first position	<i>Three</i>
	Place feet together, and lower arms to starting position	<i>Four</i>
	Repeat, raising left arm and placing left foot sideways, &c.	

DOUBLE BARBELL EXERCISES

THIRD SERIES

See remarks at head of First Series.

No. of Exercise	PREPARATORY COMMAND	Executory Command
1	Lunge to right, and place hands on hips ...	<i>One</i>
	Raise right arm upward, and sink and kneel on left knee (fig. 88)	<i>Two</i>
	Place right hand on hip, and rise from left knee	<i>Three</i>
	Place feet together, and lower arms	<i>Four</i>
	Repeat, lunging to left, &c.	
2	Step to right, and raise arms sideways... ..	<i>One</i>
	Bend trunk to right, and strike floor with bars, at same time raising left arm above head ...	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms	<i>Four</i>
	Repeat, stepping to left, &c.	
3	Lunge forward right foot, and place hands under armpits (fig. 89)	<i>One</i>
	Bend trunk forward, and thrust arms downward, striking floor with barbell	<i>Two</i>
	Raise trunk upward, and place hands under armpits	<i>Three</i>
	Place feet together, and lower arms	<i>Four</i>
	Repeat, lunging forward with left foot, &c.	
4	Raise right foot and arms backward (fig. 90) ...	<i>One</i>
	Swing right foot and arms forward	<i>Two</i>
	Swing right foot and arms backward to first position	<i>Three</i>
	Lower arms and foot	<i>Four</i>
	Repeat, raising left foot backward.	

FIG. 88



FIG. 89



FIG. 90



No. of Exercise	PREPARATORY COMMAND	Executory Command
5	Raise arms forward, and lunge right foot forward	<i>One</i>
	Straighten right knee, bend left, and at same time place hands on hips and bend trunk backward (fig. 91)	<i>Two</i>
	Change to first position	<i>Three</i>
	Place feet together, and lower arms	<i>Four</i>
	Repeat, lunging forward with left foot.	
6	Raise arms sideways, and raise heels	<i>One</i>
	Bend knees, and raise arms upward, knocking knobs together above head	<i>Two</i>
	Change to first position	<i>Three</i>
	Lower arms and heels	<i>Four</i>
7	Place hands on shoulders	<i>One</i>
	Straighten arms upward	<i>Two</i>
	Bend trunk to right	<i>Three</i>
	Raise trunk upward	<i>Four</i>
	Bend trunk to left	<i>Five</i>
	Raise trunk upward	<i>Six</i>
	Place hands on shoulders	<i>Seven</i>
	Lower arms	<i>Eight</i>
8	Number Ones place right foot forward, and raise right arm sideways upward; at same time Number Twos will place left foot forward, and raise left arm sideways upward (fig. 92)	<i>One</i>
	Place feet together, and lower arms	<i>Two</i>
	Reverse position one	<i>Three</i>
	Place feet together, and lower arms	<i>Four</i>

FIG. 91



FIG. 92



BREATHING EXERCISES

A COMMON error among many people at the present day is the belief that the lungs cannot be expanded or strengthened unless exercise is taken with certain well-known apparatus, such as dumb-bells, chest machines, &c. But whilst these forms of exercise are not altogether valueless in their effect upon the lungs, the principal result is an enlargement of the muscles of the chest, which have little to do in increasing the actual lung capacity. The enlarging and strengthening of the lungs can only be thoroughly accomplished by special exercises for those organs themselves, *i.e.* beginning on the inside. The air-cells must be thoroughly and regularly exercised to preserve their strength and elasticity, and on the same principle that the muscles through disuse become weak, insufficient exercise of the lungs through incorrect breathing weakens the air-cells, and the susceptibility of the lungs to disease is thereby increased. In ordinary activity of the lungs a limited surface suffices to maintain the breathing. Certain parts which are only called upon in extreme efforts, remain inactive during this period of ordinary inactivity. It follows, therefore, that it is very important at regular intervals to participate in special exercises which produce quicker and deeper respiratory efforts, such as running, hopping, skipping, climbing, &c. (all of course in moderation), and which engage the whole breathing surface of the lungs. But in addition to the above-mentioned methods of exercising

the lungs, and particularly for weak pupils for whom milder exercises would be more suitable, a few examples are hereafter given which will considerably strengthen the lungs, and in fact consumption in its earlier stages has been arrested by regular practice of these simple breathing exercises.

Before, however, we proceed to practise the exercises, we must know how to breathe correctly. The mode of breathing recommended by most authorities as the correct method, is termed the abdominal or diaphragmatic breathing. In a valuable address on the 'Art of Breathing' by Dr. Hoper Dixon of the Army Medical Staff, and published in the 'Gymnast,' he says: 'In correct breathing there should be no movement of the collar bones or shoulders, but merely a forward and upward movement of the breast bone, more especially the lower part, combined with rib movement, and the alternate enlargement and diminution of the abdominal walls. The reason why this diaphragmatic form of breathing should be cultivated is not difficult to understand, when I draw your attention to the confines of the lungs. I have already referred to the cramped condition of the parts above, and this is the extreme opposite of that below. Below we have the broad bases of the lungs resting on and encompassed by soft and resilient structures. Here the lungs have full play, and their movements are not hampered, as they are above, by close opposition to great blood-vessels, and surrounded by an immobile casement of bone.'

Mr. Lennox Browne, the voice specialist, says that 'the criterion of correct inspiration is an increase of size of the abdomen and of the lower part of the chest. Whoever draws in the abdomen and raises the upper part of the chest breathes wrongly.'

The following breathing exercises are now given, in practising which, strict attention should be paid to the following rules:—

Avoid tight-fitting clothing, particularly about the neck, chest, and waist. Never exercise in a corset.

The best time for practising is first thing in the morning

immediately on rising, but if the time can be spared practise in addition for short periods two or three times during the day.

Breathe slowly. Rapid, insufficient breaths betoken weakness. Slow, deep breathing is the habit of animals noted for their strength and longevity. The elephant breathes only about eight times a minute, while the mouse breathes over one hundred times in the same period.

Avoid practising in ill-ventilated rooms or in dusty air. This is all the more to be heeded where the dust is not only plentiful, but likely to be filled with impurities. This may be looked for always in places where many people gather. Outdoors or before an open window is the best place for practising the exercises, even in the coldest weather, as no harm can accrue to the pupil if the air is inhaled through the nostrils, as it is thereby purified and warmed before reaching the lungs.

Avoid attempting too many exercises at one practice. As each exercise is to be repeated several times, one or two will be found quite sufficient, and care should be taken that practice should discontinue immediately upon the first signs of fatigue.

EXERCISE I.

Lie upon the back and place the right hand upon the chest, the left upon the abdomen. Without moving the upper part of chest, inhale slowly through the nostrils and then slowly exhale. If the upper part of chest does not move, this will mean that the diaphragm and abdominal muscles are active, and as the lungs expand in inhaling the diaphragm is pressed downward, and this in turn causes the abdominal walls to distend. This motion will be felt under the left hand. In exhaling, as the air leaves the lungs the abdominal walls relax and move somewhat inward and upward.

When control of the chest has been obtained with the body in the lying position, the exercise should be taken standing erect.

EXERCISE II.

Standing quite erect and without moving the shoulders, inhale slowly through the nostrils until the lungs seem quite full, hold the breath for a few seconds, and then slowly exhale. The retaining of the breath is an important part of breathing exercises, but the breath must on no account be held as long as it is possible to hold it. Always exhale whilst it can be done slowly. This suggests reserve forces, the sudden and explosive exhalation suggests exhausted force.

EXERCISE III.

Standing erect and with arms hanging straight down, inhale, and whilst the lungs are inflated raise and lower the heels (gently) twice, then slowly exhale.

EXERCISE IV.

Raise and lower heels four times whilst inhaling, and the same whilst exhaling. Lower the heels gently.

EXERCISE V.

Place hands on hips, fingers in front, thumbs behind. Slowly inhale and at same time press elbows backward. Hold the breath for a few seconds, then slowly exhale, allowing the elbows at same time to come slowly forward again.

EXERCISE VI.

Raise the arms slowly forward and upward until above head, mentally counting four, inhaling and exhaling as for last exercise. Gradually increase the number of counts by raising the arms more slowly.

EXERCISE VII.

Lying on the back, and with hands resting on chest, slowly inhale until the lungs seem quite full, then exhale and at same time compress with both hands the chest walls.

EXERCISE VIII.

Raise arms sideways and bend knees slowly, at same time inhaling and mentally counting eight. Lower arms and straighten knees, at same time exhaling, counting the same number.

Other forms of breathing exercises can be adapted by the teacher, based on the examples given above. Most of the arm-raising movements may be adapted, accompanied by heel-raising and knee-bending for advanced pupils.

PART III

GERMAN VAULTING HORSE

THIS horse with springboard attached is shown in fig. 93. For the better understanding of the exercises given below, the teacher should be acquainted with the names of various

FIG. 93



parts of the horse. The part in the centre between the pommels (or handles) is called the saddle, that part outside the pommels on the left is called the neck, and that part

outside the pommels on the right is called the croup. The pommel nearest the neck is called the neck pommel, and that nearest the croup is called the croup pommel. The exercises with the springboard are all done with a run, and those without the springboard may be done with or without a run, but the former mode will be found the easier.

Except where otherwise specially mentioned, in all exercises the spring is taken from the toes of both feet. A good thick mattress should be placed on the far side of horse in case of falls, and particular care paid to the manner of alighting. This is important, as a jerky method of alighting may result in internal injuries and shock to the spine. Alight on toes, and immediately bend and separate the knees as explained on p. 46.

EXERCISES WITH SPRINGBOARD

EXERCISE I.—Squat with both feet on saddle, then release grasp of pommels and jump down on mattress.

EXERCISE II.—Vault to right and sit on croup (fig. 94).

EXERCISE III.—Vault to left and sit on neck.

EXERCISE IV.—Squat through between pommels and sit on saddle.

EXERCISE V.—Squat through between pommels, without touching saddle, and alight on mattress (fig. 95).

EXERCISE VI.—Squat through and quickly make a left turn, alighting on mattress facing the horse.

EXERCISE VII.—Squat through and quickly make a right turn, alighting facing the horse.

EXERCISE VIII.—Vault to right (over croup) and alight with left side to horse.

EXERCISE IX.—Vault to left (over neck) and alight with right side to horse.

EXERCISE X.—Vault to right and alight with back to horse.

EXERCISE XI.—Vault to left and alight with back to horse.

EXERCISE XII.—Vault to right and alight facing the horse.

EXERCISE XIII.—Vault to left and alight facing the horse.

EXERCISE XIV.—Vault to right, quickly make a right turn, and alight with right side to horse.

EXERCISE XV.—Vault to left, quickly make a left turn, and alight with left side to horse.

FIG. 94



FIG. 95



EXERCISE XVI.—Vault to right, quickly make a right-about turn, and alight facing horse.

EXERCISE XVII.—Vault to left, quickly make a left-about turn, and alight facing horse.

EXERCISE XVIII.—Kneel on saddle, release grasp of pommels, and spring off, alighting on mattress as shown in fig. 95.

EXERCISE XIX.—With a run, grasp the neck pommel

with left hand, place right hand on hip, and vault over croup, taking the spring from left foot only, and alight with back to horse. After taking the spring from left foot, lean well over the left arm. Neither foot must touch the horse in passing over.

EXERCISE XX.—With a run grasp the croup pommel with right hand, place left hand on hip, and vault over neck, taking the spring from right foot only, and alight with back to horse. Lean well over the right arm after taking spring.

FIG. 96



FIG. 97



EXERCISES WITHOUT SPRINGBOARD

EXERCISE XXI.—Jump into front rest several times in succession (fig. 96).

EXERCISE XXII.—Jump up and squat with both feet on saddle several times in succession.

EXERCISE XXIII.—Repeat Exercise I.

EXERCISE XXIV.—Repeat Exercise I., but turn in the air and alight facing horse.

EXERCISE XXV.—Jump and squat through between pommels to back rest (fig. 97).

EXERCISE XXVI.—Jump and squat through between pommels to back rest, and then back to front rest.

EXERCISES XXVII. to XLIII.—Repeat Exercises II. to XVIII. inclusive.

The above are a few examples of horse exercises. For more advanced exercises the teacher is referred to Puritz Code Book of Gymnastic Exercises, also Mr. A. F. Jenkin's book on Gymnastics in the All England series of handbooks.

PARALLEL BARS

THE bars should be about the height of the waist, and about the width of shoulders of those exercising, *i.e.* when in position shown in fig. 98 the arms should be perpendicular. Very wide bars should be avoided, as the exercises in this case are only executed with severe straining.

All the exercises following are commenced from the cross rest position shown in fig. 98. The head should be kept well erect, and the toes should point downward. Do not allow the elbows to bend on any account; exercises which are fairly easy with the elbows kept straight, are rendered extremely difficult if they are allowed to bend in the slightest degree. Have a mattress on each side of the bars, and pay particular attention to manner of alighting as explained for Horse.

EXERCISE I.—From cross rest in centre of bars swing gently backward and forward. In swinging backward, lean slightly forward with head and shoulders.

EXERCISE II.—From same position raise knees alternately to chest.

EXERCISE III.—From same position turn the body and face right and left bars alternately.

EXERCISE IV.—From cross rest at end of bars facing inward travel along the bars, moving right and left hand alternately. Only move the hands about two or three inches each time, and keep the heels together.

EXERCISE V.—Repeat Exercise IV.; raising knees alternately to chest.

EXERCISE VI.—From cross rest in centre of bars, swing to outside seat on right bar in front of right hand.

EXERCISE VII.—The same to outside seat on left bar in front of left hand.

EXERCISE VIII.—The same as Exercise VI., but clear bar altogether and alight on mattress with left side to bars.

EXERCISE IX.—The same as Exercise VII., but clear bar altogether and alight on mattress with right side to bars.

EXERCISE X.—From cross rest in centre of bars, swing to outside seat on right bar behind right hand.

FIG. 98



EXERCISE XI.—The same to outside seat on left bar behind left hand.

EXERCISE XII.—The same as Exercise X., but clear bar altogether and alight on mattress facing bars.

EXERCISE XIII.—The same as Exercise XI., but clear bar altogether and alight facing bars.

EXERCISE XIV.—From cross rest in centre of bars, swing to outside seat on right bar in front of right hand, then, keeping legs together, swing them upward and over the bars to outside seat in front of left hand.

EXERCISE XV.—The same, but swing to outside seat on left bar, and then over the bars to outside seat in front of right hand.

EXERCISE XVI.—Repeat Exercise XIV., but clear bar altogether, alighting on mattress with right side to bars.

EXERCISE XVII.—Repeat Exercise XV., but clear bar altogether, alighting on mattress with left side to bars.

EXERCISE XVIII.—Repeat Exercise IV., but jump moving both hands simultaneously.

EXERCISE XIX.—From cross seat at end of bars facing outwards, swing backward to outside seat behind right hand, then place hands behind back, and swing legs forward and down between bars to outside seat behind left hand. Continue sitting on each bar alternately, until at opposite end of bars.

EXERCISE XX.—From cross rest in centre of bars, swing to outside seat on right bar in front of right hand, then swing legs forward and down between bars and over left bar behind left hand, alighting on mattress with right side to bars.

EXERCISE XXI.—Repeat Exercise XX., but swing to outside seat on left bar, and finish by swinging over right bar behind right hand, and alighting with left side to bars.

EXERCISE XXII.—From cross rest at end of bars, facing inwards, swing, and on backward swing jump forward moving both hands. Continue jumping forward with both hands at each backward swing, until at opposite end of bars.

EXERCISE XXIII.—Repeat Exercise XXII., but jump with both hands at each forward swing until at opposite end of bars.

EXERCISE XXIV.—From cross rest at end of bars facing outwards, swing, and on each backward swing jump backward with both hands. Continue until at opposite end of bars.

EXERCISE XXV.—Repeat Exercise XXIV., but jump backwards with both hands at each forward swing.

EXERCISE XXVI.—From cross rest in centre of bars swing to front leaning rest (fig. 99).

EXERCISE XXVII.—From cross rest in centre of bars swing to back leaning rest (fig. 100).

EXERCISE XXVIII.—From cross rest in centre of bars, swing to front leaning rest, and then to back leaning rest.

FIG. 99



FIG. 100



EXERCISE XXIX.—Repeat Exercise XXVI., but raise right and left arm forward and sideways alternately.

EXERCISE XXX.—Swing from outside seat on right bar behind right hand, to back leaning rest.

EXERCISE XXXI.—Swing from outside seat on right bar in front of right hand, to front leaning rest.

EXERCISE XXXII.—From cross rest in centre of bars, swing over right bar in front of right hand, quickly make a left turn, and alight on mattress facing the bars.

EXERCISE XXXIII.—Repeat Exercise XXXII., but swing over left bar, quickly make a right turn, and alight facing the bars.

EXERCISE XXXIV.—From cross rest in centre of bars, swing over right bar behind right hand, quickly make a left-about turn, and alight on mattress with right side to bars.

EXERCISE XXXV.—Repeat Exercise XXXIV., but swing over left bar, quickly make a right-about turn, and alight with left side to bars.

EXERCISE XXXVI.—From cross rest in centre of bars, lean over left hand, and bring right hand on left bar. Now lean over right hand, and bring left hand to opposite bar. Continue round until facing in original direction.

EXERCISE XXXVII.—From cross rest in centre of bars, swing to outside seat on right bar behind right hand. Now bend body forward leaning well over hands, and swing legs backward over both bars, and alight on mattress facing left bar.

EXERCISE XXXVIII.—Repeat Exercise XXXVII., but swing from outside seat on left bar behind left hand, and alight facing right bar.

For other and more advanced exercises see books mentioned at end of Horse Exercises.

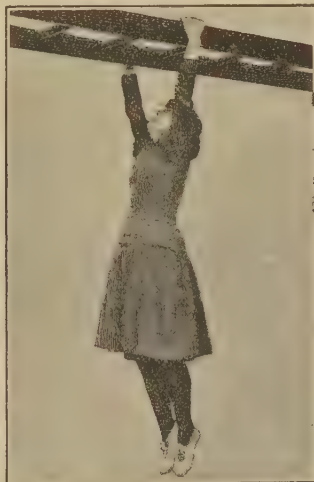
HORIZONTAL LADDER

THE exercises on this piece of apparatus are particularly good for straightening the spine. In executing the exercises

FIG. 101



FIG. 102



bend head backward and look up at ladder. Fig. 101 shows position of side hang. Fig. 102, position of cross hang with

hands outside. Fig. 103 shows position of cross hang with hands on rundles.

EXERCISES IN SIDE HANG

EXERCISE I.—Travel sideways, moving each hand alternately.

EXERCISE II.—Repeat last exercise, but with one hand passing either under or over the other.

FIG. 103



EXERCISE III.—Travel sideways, hopping with both hands simultaneously.

EXERCISE IV.—Swing sideways and travel sideways, moving each hand alternately.

EXERCISE V.—Swing sideways and travel sideways, hopping with both hands simultaneously.

EXERCISES IN CROSS HANG

EXERCISE VI.—Travel forwards, moving each hand alternately forward.

EXERCISE VII.—Travel backwards, moving each hand alternately backward.

EXERCISE VIII.—Travel forward, hopping forward with both hands.

EXERCISE IX.—Travel backward, hopping backward with both hands.

EXERCISE X.—Travel forward, moving each hand alternately forward, and bending right and left knee upward alternately.

EXERCISE XI.—Swing forward and backward, and alight on mattress at end of back swing.

EXERCISE XII.—Swing forward and backward, and jump forward with both hands, at end of each forward swing.

EXERCISES IN CROSS HANG, HANDS ON RUNDLES

EXERCISE XIII.—Travel forwards, from one rundle to the next.

EXERCISE XIV.—Travel backwards, from one rundle to the next.

EXERCISE XV.—Travel forwards, missing one or more rundles.

EXERCISE XVI.—Travel backward, missing one or more rundles.

For other and more advanced exercises, see Puritz Code Book of Gymnastic Exercises.

SLANTING LADDER



EXERCISES ON UPPER SIDE OF LADDER

EXERCISE I.—Ascend and descend forwards, grasping rundles (fig. 104).

FIG. 104



EXERCISE II.—Ascend and descend backwards, grasping rundles.

EXERCISE III.—Ascend and descend forwards, grasping sides of ladder.

EXERCISE IV.—Ascend and descend backwards, grasping sides of ladder.

EXERCISE V.—Ascend and descend forwards, grasping rundles, but only using right hand, left hand on hip.

EXERCISE VI.—The same, but only using left hand, right hand on hip.

EXERCISES VII. and VIII.—Repeat Exercises V. and VI., but grasping sides.

EXERCISE IX.—Ascend and descend forwards without use of hands.

EXERCISE X.—Ascend and descend backwards without use of hands.

EXERCISES ON UNDER SIDE OF LADDER

EXERCISE XI.—Ascend and descend grasping rundles.

EXERCISE XII.—Repeat, missing one or more rundles.

EXERCISE XIII.—Ascend and descend grasping sides, moving hands alternately and without using feet.

EXERCISE XIV.—Repeat last exercise with a swing sideways.

EXERCISE XV.—Ascend ladder forwards on upper side grasping rundles, and descend on under side, grasping rundles but without using feet.

For other exercises see Puritz Code Book of Gymnastic Exercises.

GAMES FOR THE GYMNASIUM

GAMES having become so popular in many gymnasia of late years, I think this book would be quite incomplete if I did not take the opportunity of including a chapter on such. Gymnastic games supply not only a certain amount of exercise, but also a great amount of pleasure and amusement to those participating in them, and therefore it is a form of exercise which should be greatly encouraged in all gymnasium classes for girls. Girls who are anæmic and lacking in physical energy, will often enter heartily into a form of exercise such as this, when the ordinary gymnastic exercises may not have sufficient attraction for them to enter spiritedly into their work, and it would therefore be wise for the teacher under such circumstances to introduce such games as are mentioned above, in order to secure the interest of such pupils.

Games may be divided into two sections, viz. (1) Recreative and (2) Gymnastic. The former consists of games which are amusing but do not call for any great expenditure of force, and they are therefore termed Recreative games, the latter consists of games which demand a certain amount of muscular effort, and are consequently called Gymnastic games. In the following chapter, the teacher will find a few selections from each of the above types. In conclusion, I would recommend that the last quarter of an hour of each lesson (supposing the ordinary lesson lasts one hour) should be devoted to the playing of such games as those hereafter given.

FRENCH BLIND MAN'S BUFF

A pupil, provided with a wand and blindfolded, stands in the centre of a circle. The pupils forming the circle dance around her, until she signals for them to stop by tapping the floor with the wand. She then points her wand at one of the players in the circle, and asks a question, the pupil pointed out answering in a disguised voice. Should the blindfolded player recognise the voice, the players change places.

DUMB-BELL OR CLUB RACE

Stand three flat-ended dumb-bells or clubs in a line about one foot apart, then leave a space of about six feet and place another line of dumb-bells or clubs, level with the first line. Two pupils now race at a time, and the idea is to see which pupil can carry the dumb-bells or clubs one at a time, to an agreed mark at the opposite end of the room and stand them again on their ends. The player who completes this first is the winner. A dumb-bell or club falling over after being put down hurriedly, is not considered to be in position, and must be stood on end before it counts as being so.

GUESS BALL

Ten or twelve pupils stand in rank across the room. Another pupil starting from the centre of the rank will go about eight or ten paces forward, stand with back to pupils forming the rank, and close her eyes. The pupils in the rank, on the word 'Go,' commence to pass the ball (which should be a small tennis ball) from one end of the rank to the other, either in front or behind, and at same time the pupil in front will count aloud up to ten. The player then holding the ball, throws it at the front pupil. If it hits her she immediately

turns about and tries to find out who threw the ball ; if she guesses correctly the players change places, if not the game is continued as before. If the player who threw the ball misses the pupil in front, places are exchanged.

CALISTHENIC RING TOSSING

The pupils first divide themselves into two divisions. A board two feet square with an upright stick one foot in height in the centre, is then placed in the centre of the room. The players from each side alternately are then supplied with half a dozen calisthenic rings, or better still large rubber rings, and throwing from a certain mark try to throw the rings so as to circle the stick. Each pupil scores one point for every ring she can get round the stick, and after all pupils have had their throws, the marks are added up, and the side scoring the greater number of points is the winner.

TUG OF WAR CIRCLE

The pupils grasping hands form a circle, in the centre of which is placed a football or two or three flat-ended Indian clubs. The pupils now pull each other in all directions in the endeavour to bring each other in contact with the ball or clubs. Each pupil who touches the ball, or knocks a club over, falls out, until only one pupil remains who is the winner. Additional amusement may be imparted to the game by all the pupils being required to hop on one foot.

BOHEMIAN WRESTLING

Two girls grasp each other's right hand and place right foot forward, knee bent (position of right foot forward lunge). The girls now try to pull each other forward, without any sudden jerking, or push each other backward or sideways, and

the one who causes her opponent to move either foot or touch the floor with either hand is the winner. The exercise should now be repeated, grasping left hands and placing left foot forward, &c.

BARBELL PUSHING

Two girls will stand with barbells in position shown in fig. 85, p. 127, with the exception that the front pupil will turn about so as to be facing the rear pupil. Upon the word 'One' each pupil will place the bars under the armpits, at same time sliding hands a little toward the centre. Upon the word 'Two' they will both lunge forward with the right foot. The word 'Go' will now be given, upon which, each will try to push the other backward over a mark previously agreed upon.

BARBELL PULLING

The positions are exactly the same as for Barbell Pushing, but now the pupils will pull backward as for a tug of war.

CIRCLE BALL

For this game the pupils stand in the form of a circle facing inward, one player standing in the centre of the circle. A football is thrown in any direction which makes it difficult for the centre player to become possessed of it. When this happens the player who threw the ball last changes place with the centre player, and the game is then continued as before.

CIRCLE JUMPING

A number of pupils (not exceeding ten for preference) arrange themselves in a circle facing inward, equal distance being kept between pupils. The teacher or one of the pupils

having first provided herself with the ordinary jumping rope with sand-bag attached at each end, will now take her place in the centre of the circle, and taking one end of the rope in one hand, will swing the loose end in a circular direction so that it passes under the feet of the pupils forming the circle. Each pupil must jump over the sand-bag as it passes under her feet, those failing retiring from the circle. This continues until only one pupil is left. After each pupil retires, swing the rope in the opposite direction to previous swing, as swinging too much in one direction will result in an attack of giddiness.

THE TWO ROOSTERS

Two girls standing about ten or twelve feet apart, will advance toward each other with arms folded in front and hopping on one leg. Upon meeting they charge against each other, and continue to do this until one or the other is forced to touch the ground with the raised foot. The pupil doing this loses the game. If the hopping is done on the right foot the charging should be with the right shoulder and upper arm, if on the left foot *vice versa*. A pupil may jump out of the way to avoid a charge, in which case the charger may easily lose her balance as a result thereof. This causes great amusement.

JUMPING JACKS

Two players hold on with both hands to the handles of an ordinary skipping rope. Upon the word 'Ready' they both take the knee-bending position mentioned on p. 46, and then on the word 'Go' try by sudden jerks on the rope to pull each other over. On being pulled forward the pupils retain their balance by taking little hops or jumps forward with both feet, but without straightening the knees. In this way the contest continues with repeated jerks on the rope from either side,

until one player falls over, loses her hold on the rope, or straightens her knees, when she is considered to have lost the game.

DUMB-BELL OR CLUB PASSING

Place a file (a line of pupils standing one behind the other) of about twelve pupils on one side of the room with feet apart, and a similar file on the opposite side. Place a flat-ended dumb-bell or club on the floor, in front of the first pupil in each file. On the word 'Go' the front pupil will pick up the dumb-bell or club, and pass it between her feet to the next pupil, who will bend forward to receive it. This is continued until the pupil at the end of the file receives it; immediately she does so, she must run forward, stand in front of her line, and commence passing it between her feet as before. This passing backward and running forward of the last pupil is continued until the pupil who was originally in front finds herself in her old place again, when she places the dumb-bell or club on the floor, and this finishes the race. The line which succeeds in getting the dumb-bell or club into its original position in front of the line, after passing in the way mentioned above, is the winner.

HAND TAG

One girl is set apart as 'Tag,' her object being to try and touch another pupil who must then take her place. The aim of the other pupils is, of course, to avoid the 'Tag' by running in any direction. But if a player should be closely pursued, she may avoid being touched by hanging on any piece of apparatus such as the trapeze, climbing rope, stall bars, ladders, rings, &c., in fact any piece of apparatus where the pupil can hang by the arms, the rule being that a pupil cannot be touched by 'Tag' whilst her feet are off the ground. It sometimes happens, however, that some pupils remain too much in the one spot, and simply raise their feet from the

ground as 'Tag' comes near them. To prevent this, 'Tag' has power to stand six feet away, and commence to count six, by which time if the pupil has not changed position she can be touched. At such a time it should be the duty of the other pupils to tempt 'Tag' away by running near her. A different method of playing, which causes great amusement, is for the teacher to have power to call 'Change' at any time, when every pupil must change position. Another good rule is one which prohibits two players hanging on to one piece of apparatus, but one player in changing can run to and hang on to a piece of apparatus upon which there is already a pupil, but as the last pupil has the right of way, the first pupil is bound to change her position. This proceeding causes great excitement and amusement, as pupils wishing to give 'Tag' a chance purposely look out for such opportunities of forcing others to leave. The game calls for much agility, quickness of thought, and physical judgment, and is particularly suitable for girls who have a tendency to lateral curvature of the spine, owing to the amount of suspension by the arms it requires.

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